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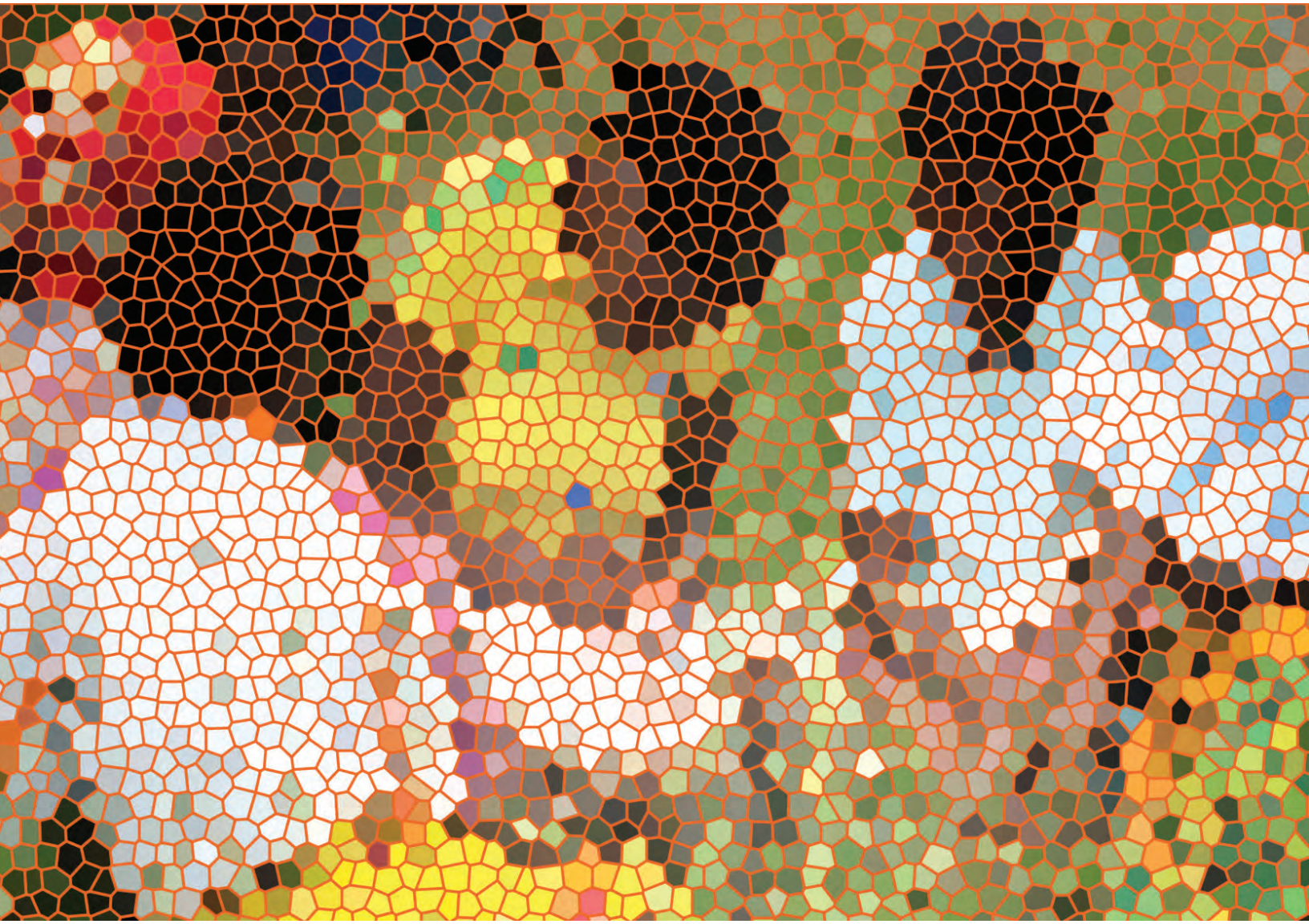

Integrating Gender throughout a Project's Life Cycle 2.0

A Guidance Document for International Development Organizations and Practitioners

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A Guidance Document for International Development Organizations and Practitioners

Land O'Lakes International Development
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The original document provided a solid foundation for the second edition, made possible through a small grant from the USAID/Food for Peace-funded Technical and Operational Performance Support (TOPS) Program. For the second edition, Land O'Lakes International Development, led by Lisa Ronér and Meaghan Clark, collaborated with dedicated partner organizations to expand the toolkit to address the challenges and experiences of integrating gender into broader food security and nutrition efforts. Land O'Lakes staff generously contributed further case studies and content for the new edition. Ashley Peterson skillfully updated the toolkit and completed the graphic design in record time.

Cultural Practice, LLC (CP), Development & Training Services, Inc. (dTS), Partnership for Transparency Fund (PTF), Project Concern International (PCI), Save the Children, and TechnoServe provided valuable content that both created a more customizable toolkit, applicable to a wider range of development practitioners, and expanded the focus on food security and nutrition for those working in this sector. We greatly enjoyed working with their representatives and thank the organizations for supporting their participation.

The collaborative process on this edition resulted in more technical sections, as well as additional case studies, checklists, worksheets, lessons learned and best practices. Thanks to all who participated and worked so diligently to complete the second edition of the toolkit.

Lisa Ronér
Practice Area Management Associate

The vast majority of the photos in the toolkit are credited to Jennifer Hyman, Director of Communications of Land O'Lakes. We are grateful to our partner organizations for contributing additional photos, which have been given direct credit when possible. Please note that images within the toolkit are used for illustrative purposes and do not necessarily correspond to the section in which they appear.

Overview of Our Partners

This edition would not have been possible without valuable contributions from Cultural Practice, Development & Training Services, Inc., Partnership for Transparency Fund, Project Concern International, Save the Children and TechnoServe. The following individuals from these organizations provided insightful and relevant content:

Cristina Manfre, Senior Associate of CP expanded the staff training and Monitoring and Evaluation (M&E) and Learning sections of Chapter 4.

Nicole Zdrojewski, Program Manager, Gender and Social Inclusion Practice and ***Samantha Samuel, Senior Program Associate*** of dTS expanded the gender analysis and recruitment sections, shared gender-sensitive job postings, dTS' Organizational Gender Assessment (OGA) and a case study on gender integration.

Indira Sandilya, Project Advisor and Gender Team Leader of PTF contributed a section on anti-corruption, governance and gender equality as well as a case study bringing these issues to life. ***Pietronella van den Oever, Manager of PTF Volunteers***, also from PTF, wrote a section on the demographic dividend and its link to food security, supplied a case study on technology, points to consider on women and land issues and shared portions of her Effective Gender Integration Practices in Agriculture workbook.

Kelly Fish, Technical Advisor for Gender of PCI provided case studies on embedding gender into an organization, engaging men in nutrition and on PCI's Women Empowered Initiative.

Adriane Seibert, Nutrition Advisor of Save the Children contributed two case studies on engaging men in healthcare and nutrition and on Farmer Field Schools (FFS) and shared pertinent nutrition resources. Adriane also shared portions of the Engendering Transformational Change: Save the Children Gender Equality Program Guidance and Toolkit[1].

Amanda Satterly, East Africa Gender Advisor of TechnoServe provided case studies on gender analysis and youth. ***Daniella De Franco, Latin America Gender Advisor***, also of TechnoServe, supplied a case study on integrating gender into recruitment.

More information about each organization can be found below:

Cultural Practice, LLC (CP)

Established in 2000, CP is a women-owned small business working in international development with expertise in cross-cultural and gender analysis, social and behavioral research, program design and policy analysis and implementation. CP focuses on addressing gender issues in the agriculture and health sectors to assist international development agencies and foundations to find practical ways to improve their attention to gender issues in their work and to identify ways to overcome gender inequalities. CP has worked as a partner to a number of donors, NGOs, and consulting firms to integrate gender issues into agricultural and health programming, where its assignments have included providing staff and partner trainings, conducting gender assessments, and providing technical assistance to ongoing programs. See Cultural Practice's website[2] for more information.

Development Training & Services, Inc. (dTS)

dTS is an international development company that leads initiatives in social and economic development with a view to promoting equality, accountability, and sustainability. dTS has worked in 84 countries on over 300 activities for clients including USAID, the State Department, the U.S. Trade and Development Agency, and the Millennium Challenge Corporation. dTS' approach is to engage women, youth, and other vulnerable populations; identify opportunities and constraints related to their participation in or benefit from project activities; and work to ensure that programming is sensitive to those issues while empowering men, women, boys and girls. dTS utilizes the latest in adult-centered participatory learning methodologies to provide training and capacity building services to affect positive social change. dTS' gender-sensitive monitoring and evaluation services help clients improve performance, achieve results, and strengthen their impact on reducing poverty, improving resilience, and enhancing economic growth. For more information, see dTS' website[3].

Partnership for Transparency Fund (PTF)

PTF provides small grants and technical assistance to civil society organizations (CSOs) that engage citizens in actions to improve governance, increase transparency, promote the rule of law and reduce corruption in developing countries. PTF's approach is to incubate innovative good governance initiatives, scale-up successful approaches, and disseminate lessons learned from our experience. PTF is run almost entirely by volunteer specialists that contribute the equivalent of $1.5 million annually in pro-bono technical assistance to developing country CSO partners. More information can be found on PTF's website[4].

Project Concern International (PCI)

PCI's mission is to prevent disease, improve community health and promote sustainable development worldwide. Motivated by a concern for the world's most vulnerable children, families and communities, PCI envisions a world where abundant resources are shared, communities are able to provide for the health and well-being of their members, and children and families can achieve lives of hope, good health and self-sufficiency. For more information, visit PCI's website[5].

Save the Children

Save the Children works in over 120 countries and is a preeminent provider of humanitarian and development programming worldwide, with 80 years of experience mobilizing communities, building local organization capacity and strengthening government at the district, regional and national levels to improve the lives of disadvantaged children and families. Save the Children's website[6] provides more information.

TechnoServe

TechnoServe is an international nonprofit organization that promotes business solutions to poverty in the developing world. It is headquartered in Washington, D.C. and operates in over 30 countries worldwide. Since 1968, TechnoServe has been a leader in building individual and community capacity, strengthening market connections, and improving the business-enabling environment to develop competitive farms, businesses and industries. TechnoServe's vision is to be the most effective catalyst and partner for transformative, on-the-ground, market-based solutions to poverty. More information can be found at TechnoServe's website[7].

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Acronynms

ADS	Automated Directives System
AHA	Animal Health Assistance
AI	Artificial Insemination
AIDS	Acquired Immune Deficiency Syndrome
CAC	Citizens against Corruption
CAW	Commission on the Advancement of Women
CP	Cultural Practice
CRM	Customer Relationship Management
CSOs	Civil Society Organizations
DFAP	Development Food Aid Program
DFID	Department for International Development
DMP	Disaster Mitigation Plan
dTS	Development and Training Services, Inc.
EDDP	Ethiopia Dairy Development Program
EGI	Environment and Gender Index
EMMP	Environmental Mitigation and Monitoring
ESADA	Eastern and Southern Africa Dairy Association
EWS	Early Warning System
FAO	Food and Agriculture Organization of the United Nations
FFS	Farmer Field Schools
FSN	Food Security and Nutrition Network
GAAP	Gender, Agriculture and Assets Project
GBV	Gender-based Violence
GEC	Gender Equity Commission
GINA	Gender Informed Nutrition and Agriculture
GIO	Gender Integration Officer
GIZ	German Society for International Cooperation
GPFI	Global Partnership for Financial Inclusion and International Finance Corporation
GTF	Gender Task Force
HIV	Human Immunodeficiency Virus
HTSP	Healthy Timing and Spacing of Pregnancies
IFAD	International Fund for Agricultural Development
IFPRI	International Food Policy Research Institute
IGE	Innovations in Gender Equality
IGWG	Interagency Gender Working Group
ILRI	International Livestock Research Institute
INGENAES	Integrating Gender and Nutrition within Agricultural Extension Services
IPM	Integrated Pest Management
IT	Information Technology
KDSCP	Kenya Dairy Sector Competitiveness Program
LAHIA	Livelihoods, Agriculture and Health Interventions in Action
LCI	Lives Changed Indices
M&E	Monitoring and Evaluation
MCC	Milk Collection Center
MEAS	Modernizing Advisory and Extension Services
MIF	Multilateral Investment Fund
MNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
NGO	Non-governmental Organization
NJMO	Nava Jeevana Mahila Okoota
OFDA	Office of U.S. Foreign Disaster Assistance
OGA	Organizational Gender Assessment
OVC	Orphans and Vulnerable Children
PDS	Public Distribution Scheme
PLHIV	People Living with HIV/AIDS
PROSHAR	Program for Strengthening Households Access to Resources
PROSPER	People Rules Organizations Supporting the Protection of Ecosystem Resources
PCI	Project Concern International
PTF	Partnership for Transparency Fund
REAP	Rural Enterprise for Alleviating Poverty
RMNCH	Reproductive, Maternal, Newborn, Child Health
ROSCA	Rotating Savings and Credit Associations
SACCOS	Savings and Credit Cooperatives Societies
SADC	Southern African Development Community
SPRING	Strengthening Partnerships, Results, Innovations for Nutrition Globally
STRYDE	Strengthening Rural Youth Development through Enterprise
TOPS	Technical and Operational Performance Support
VSL	Village Savings and Loan
VSLA	Village Savings and Loans Association
WE	Women Empowered
WEAI	Women's Empowerment in Agriculture Index
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
USDA	U.S. Department of Agriculture
ZFP	Zambia Fodder Pilot

Key Terms and Definitions

A prerequisite for successfully integrating gender into development programming is understanding the various definitions, terms and concepts that govern the conversation. The list below is drawn from the United States Agency for International Development's 2012 Gender Equality and Female Empowerment Policy[7] and from Land O'Lakes International Development's internal Gender Policy. These definitions can be used as points of reference when applying the approaches described throughout this document.

Gender is the socially and culturally defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. Definitions vary among cultures and change over time. Gender identity is an individual's internal, personal sense of being male or female. For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match.

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics.

Gender Analysis refers to the systematic gathering and analysis of information on gender differences and social relations to identify and understand the different roles, divisions of labor, resources, constraints, needs, opportunities/capacities, and interests of men and women, girls and boys in a given context.

Gender Equality is a broad concept and a development goal. It is achieved when men and women have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural and political development. Equality does not mean that women and men become the same but that women's and men's rights, responsibilities, and opportunities do not depend on whether they are born male or female. It means society values men and women equally for their similarities and differences and the diverse roles they play. Gender equality is not a "women's issue"; rather it should concern and fully engage men as well as women. It involves working with men and women, boys and girls to bring about changes in attitudes, behaviors, roles and responsibilities – at home, in the workplace and in the community. Genuine equality means more than parity in numbers or laws on the books; it means laws enacted that provide an enabling environment for equality and accountability to ensure they're implemented in that way. It is a fundamental part of human rights and social equity, and provides an essential building block to sustainable development.

Gender Equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on an equitable basis, or a "level playing field." Equity leads to equality. Gender equality and gender equity have different meanings, but are related terms. Gender equality is a development goal; gender equity interventions are the means to achieve that goal.

Female Empowerment is achieved when women and girls are able to act freely, exercise their rights and fulfill their potential as full and equal members of society. While empowerment often comes from within and individuals do empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment. Empowerment is a process and an outcome; it is collective and individual. This definition deliberately uses the term "female" empowerment, as opposed to women's empowerment, to include girls and adolescents.

Gender Integration involves identifying and addressing gender inequalities during strategy and project design, implementation, M&E and learning. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis throughout implementation. Conducting a gender analysis and/or gender assessment is the first step for ensuring successful gender integration into project design, implementation and the policies that support them.

Introduction

Since 1981, Land O'Lakes International Development has been improving the quality of life for millions of people more than 280 programs and training initiatives in 80 countries that have been generating economic growth, improving health and nutrition, and alleviating poverty through market-driven business solutions. A division of Land O'Lakes, Inc. (www.landolakesinc.com) – a national, farmer-owned food and agricultural cooperative with sales of over $14 billion in 2014 – Land O'Lakes International Development's vision is to be a global leader in transforming lives by engaging in agriculture and enterprise partnerships that replace poverty with prosperity, and dependency with self-reliance.

Land O'Lakes regards its quality of program implementation as paramount, and consistently seeks to improve and refine its approaches when exposed to new methods that demonstrate high potential for major impact or have proven effectiveness. Land O'Lakes' work in the gender arena is a prime example of this: in 2009, in response to the growing evidence base indicating that engaging women, men, boys and girls on gender issues is an essential component of effective development work, our staff around the world formed the Land O'Lakes International Development Gender Task Force (GTF).

Objectives of this internal task force included raising organizational awareness about the importance of gender mainstreaming and gender equity; forming a global network of staff committed to the advancement of gender integration; and establishing principles and policies for using a gender lens throughout project design, implementation, monitoring, learning and evaluation.

Land O'Lakes International Development's Approach to Gender

In all its programs, Land O'Lakes is deeply committed to addressing the constraints that women and girls face around the world. We proactively partner with women on the ground to ensure their inclusion in the development process and, cognizant of the fact that change is a collaborative process, Land O'Lakes aims to engage men at every stage.

Our programs analyze how cultural attitudes and norms that revolve around gender impact agricultural practices, household decision-making and access to services. Land O'Lakes also seeks to identify other gender-related factors that influence the success or failure of its programs.

We have effectively empowered and inspired individuals and communities to take control of their economic futures by intentionally increasing women's participation in several arenas, including agriculture, health and nutrition and education. As a result of Land O'Lakes' work, households and entire communities are rethinking traditional gender roles and as a result, increasing their incomes, food security and nutrition.

Why was this Document Developed?

In 2011, the GTF successfully enacted a Gender Policy, which set an organization-wide standard of expectations for gender programming. This policy states that Land O'Lakes will use a gender lens in program design, implementation, and evaluation for all projects, worldwide, regardless of whether these standards are mandated by a donor. Soon after this policy was enacted, it became apparent that guidance was needed on how to follow through on the commitments made and the expectations set. As a result, the first edition of this document – Integrating Gender throughout a Project's Life Cycle – was born.

Following the document's publication, many food security and nutrition implementers expressed interest in increasing its applicability to their work. With the support of TOPS, Land O'Lakes led a coalition of complementary partners to create a more robust and customizable toolkit. We expected that this collaborative process would provide important lessons learned to help guide future joint efforts. This expectation was met. The enthusiasm and experiences of our partners in their gender work highlighted the benefits of sharing ideas, challenges and emerging from our often isolated endeavors to mutually produce an industry led document. As a result of this process, the second edition now offers additional technical sections, best practices, and case studies that address capacity development and gender outcomes while building off the foundation provided by the first edition.

Who Should Use this Document?

The overarching premise of this document is that to conduct effective, responsible development work, incorporating gender at all stages of a project's life cycle – from project design and proposal development to field implementation and monitoring, evaluation and learning – is critical. As such, this document provides guidance on how development practitioners can ensure that gender is thoughtfully and meaningfully considered throughout the life of a project. It also references numerous external resources that can be used to bolster the guidance provided in this document. More information on each of the resources referred to can be found in the Annotated Bibliography.

Any development practitioner or implementing organization that is working to ensure that gender integration and gender equity are consistently addressed in its projects can benefit from using this guide. However, guide users should keep in mind that this document is aimed at food security and nutrition practitioners who receive funding from USAID. Although many of the practices and approaches recommended in the document meet the requirements and expectations of all donors, and overall good practice, practitioners should always confirm this before moving forward.

The Land O'Lakes Programmatic Context

Land O'Lakes International Development primarily works in early recovery and development contexts; it is not a humanitarian agency, and does not traditionally work in conflict zones. Its projects are largely focused on working with local stakeholders to improve incomes and food security by enhancing agricultural productivity, food quality and safety, nutritional outcomes, dairy and livestock value chain performance, agribusiness performance, and application of agricultural innovations and technologies. As a result, the approaches outlined in the document primarily reflect the needs of these types of programming. Although many of the approaches outlined may also be of use in other contexts, practitioners implementing types of programs not given particular attention in this guide – for example, an anti-malaria project, a food distribution project, an education project, or a human rights project – are encouraged to utilize additional resources to complement what is provided here.

Chapter 1

Project Design and Proposal Development: Points to Consider

Review Current Publications, Policies and Other Research Documents

Using a gender lens at the project design and proposal development stage is critical to ensuring that gender considerations are taken into account once implementation begins. Project design is first, then proposal development is the stage where resources can be allocated for conducting gender analyses and staff gender trainings; staffing plans can be designed to incorporate a Gender Specialist; gender-sensitive technical approaches can be incorporated in project design; and gender-sensitive indicators can be integrated in the project's Performance Monitoring Plan.

Embedding these gender-related components in the project design state and into writing during the proposal development stage is often the best assurance that time and resources will be dedicated to these components once implementation begins. If planning ahead during the project design and proposal development phase is overlooked, when the project is awarded it may be too late to secure resources for gender-focused programming. The following section outlines the various ways international development program proposals can be developed in a manner that demonstrates organizational commitment to advancing gender equity.

- When designing a project, review any gender assessments for the proposed country/region that have been conducted by other institutions, and include relevant elements of the assessments in the background sections. Gender assessments completed by USAID can be found here[5].
- Additionally, review all available data for the targeted sector(s) to determine women's and men's roles along the value chain. Do men and women have significantly different roles? Do these differences indicate certain constraints men and/or women face in the targeted sector(s)? Can you transform the identification of gender constraints into technical approaches for addressing these constraints? Potential data sources for this task may include internal organizational documents, publications produced by other non-governmental organizations (NGOs), women-focused private sector groups, universities, research institutions and publications produced by governmental organizations.
- Donors have produced a plethora of gender-focused policy and guidance documents that are meant to aid in program design, particularly during the proposal development stage. The following documents have been developed by USAID:

- Gender Equality and Female Empowerment Policy[9]
- Requirements that gender issues be considered and, as appropriate, integrated into procurement requests[10]
- Guide to Integrating Gender into Agricultural Value Chains[11]
- Tips for Integrating Gender into USAID Agriculture Sector Solicitations[12]
- U.S. National Action Plan for Women, Peace and Security[13]
- USAID Implementation Plan for the U.S. National Action Plan on Women, Peace and Security[14]
- U.S. Strategy to Prevent and Respond to Gender-based Violence Globally[15]
- Counter-Trafficking in Persons Policy[16]
- Ending Child Marriage and Meeting the Needs of Married Children: The USAID Vision for Action[17]
- National Action Plan on Children in Adversity[18]
- Youth in Development Policy[19]
- USAID Policy Framework 2011-2015[20]

Helpful Resources

> Review USAID's blog posts concerning women in development here[21], which include a focus on agriculture, food security, nutrition and climate change.

> Click here[22] for the Food and Agriculture of the United Nations' (FAO) Policy on Gender Equality: Attaining Food Security Goals in Agriculture and Rural Development.

> Need information for a proposal on how a particular country's laws and regulations affect women's economic opportunities, as entrepreneurs and as employees? Start with the World Bank's "Where are laws equal for men and women?" database[23].

> Explore gender-focused resources for agriculture and food security in the Agrilinks' resource library[24].

> ACDI VOCA's blog post, Seven Secrets to Designing Gender-Responsive Programs[25], contains valuable insights to consider when integrating gender into development programs.

Do No Harm

Considering unintended consequences during the design phase is crucial to ensuring interventions will not cause harm, such as increased inequality or gender-based violence (GBV). USAID's Toolkit For Integrating GBV Prevention and Response Into Economic Growth Projects[24] can provide important guidance on this topic.

What about Other Donors?

This document gives particular focus to the gender policies developed by USAID, but practitioners are strongly advised to become familiar with the gender policies and practices of all the donor organizations and partners they work with. A small sample of these policies is provided below:

- The Department for International Development's (DFID) Strategic Vision for Girls and Women[27]
- Bill and Melinda Gates Foundation's orientation document on Creating Gender-Responsive Agricultural Development Programs[28]
- AusAID's Guide to Gender and Development[29]
- The German Society for International Cooperation's (GIZ) Gender Strategy[30]

Who Needs to Know?

In addition to headquarter-based staff, country office staff should be familiar with requirements and best practices for integrating gender into all project designs and proposals. When all members of the proposal development process are aware of these requirements and best practices, they can work together to ensure that the finalized proposal meets both donor and industry standards for gender programming. More detailed information on staff training can be found on page 70 in Chapter 4.

Assessing Gender During Project Design and Proposal Research

When conducting in-country research for a proposal, using a gender checklist can help ensure that the proposal team collects the information it needs to design appropriate gender programming from the start. The questions asked under this checklist may vary based on the focus areas of a proposal, but should generally be guided by two over arching questions:

- What constraints limit women's full involvement along all parts of the value chain in question?
- What are appropriate areas for intervention, so that these constraints can be mitigated?

Information from a gender perspective to gather during a proposal research/information gathering/reconnaissance trip includes:

- National and cultural policies around asset ownership (i.e., women's ability to legally own assets without male permission, joint ownership, ability to make asset-related decisions).
- National and cultural policies around women's access to land and access to inputs.
- National and cultural policies around inheritance.
- How women organize childcare (i.e., Will women watch each other's children?; Is an older child left behind?; Can small children come to meetings/ trainings/ places of employment?).
- Women's mobility (i.e., How far are women able to travel for trainings, to deliver milk, etc.?; Are they able to travel alone or do they need to be accompanied?).
- The literacy and numeracy skills of target stakeholders.
- National policies around women's access to finance/loans.

Need Guidance?

Land O'Lakes' *Using a Gender Lens* checklist provides a quick list of pertinent questions that can be used during project design and proposal research. Similarly, PTF's *Gender Integration Worksheet* provides step by step guidance through preparatory work and stakeholder consultation as well as forming an action plan for research and design. Save the Children has multiple resources available, including: *Ten Questions to Ask to Gather Sufficient Information During a Gender Analysis*; four checklists with essential questions for gender mainstreaming in each phase of a project; the strategic planning phase, the proposal development and project design phase, the implementation phase and the M&E phase; and an *Asking Why* tool, which can be used to identify the root causes of gender inequality. These documents are provided as Annexes.

When designing projects that target women, it is important to recommend opportunities along the entire value chain or market system, and to build these technical approaches into the proposal. Women are often targeted for primary production activities and some value addition. They are commonly overlooked when developing input/service delivery, processing and retail sales, for example, and particularly for management and leadership positions that pay higher wages. Readying women for these leadership positions will often entail providing relevant skills and capacity training, as these training programs are traditionally primarily marketed and provided to men. Mentorship and apprenticeship opportunities, as well as women's support networks, can serve as an effective form of complementary support.

For all of the examples mentioned in the text box below, and in all cases where development practitioners and implementing organizations have observed differences in opportunities, performance and output on a gender-basis along value chains, focused monitoring, evaluation and learning is needed. Collecting robust data and conducting rigorous analysis will make a meaningful contribution to the sector's evidence base, and will also help to ensure improved, gender-sensitive project design in the future.

Did You Know?

Anecdotal evidence from various Land O'Lakes projects shows that women excel in certain components of agricultural value chains. For example, quantitative and qualitative data from Land O'Lakes' dairy development projects suggest that women are extremely proficient at dairy quality control and hygiene assurance. In Rwanda, women took great care when washing milk buckets; in Zambia, they provided excellent animal health care; and in Mozambique, they delivered high quality milk. From a private sector perspective, project results in Zambia and Tanzania support the international body of evidence that indicates that when women work as artificial insemination technicians, they achieve high positive pregnancy rates. This is thought to be the case because women pay extra attention to the details of their trade and because women are focused on achieving strong results so they can maintain their vocation.

More information on examples of Land O'Lakes' efforts to effectively integrate women along all parts of value chains can be found in this presentation[31], which was given at the 2012 Eastern and Southern Africa Dairy Association (ESADA) conference. The presentation quantitatively and qualitatively demonstrates that developing strong value chains and supporting gender equity are mutually supportive goals that increase productivity, competitiveness, food security and profitability. Supporting examples from projects in Kenya, Mozambique, Rwanda, Tanzania, Zambia and Zimbabwe are provided.

Approach to Gender Analyses

Contributed by: Nicole Zdrojewski, dTS

Utilizing a gender analysis helps project designers identify and avoid activities that would exacerbate inequality between men and women, boys and girls, as well as adopt efforts that transform gender norms. There are several models for gender analysis, but this toolkit aligns with USAID's Gender Equality Policy[32] and therefore looks to the Five Domains of Gender Analysis[33]. This model has evolved over the years and while not considered the official gender analysis framework of USAID; its current iteration is laid out in ADS 205[34].

The framework guides users on the kind of information they should be looking at in different analytic domains. Its application reveals gender roles and norms as well as power relations and gaps between males and females that the project needs to account for and address that could affect the effectiveness of programming. In addition, gender analysis helps project design teams anticipate opportunities to address gender inequality and identify instances when particular aspects of project design could have a negative impact on males or females.

What to Look for?

- Differences in the status of women and men.
- The influence of gender roles and norms on what males and females do, including their participation in leadership and decision making.
- Constraints and opportunities for narrowing gender gaps and empowering females.
- Differential impacts development policies and programs have had on males and females, both unintended and negative as well as positive.

What Kind of Data to Gather?

Qualitative and quantitative! No matter the timeline for analysis and design, it is helpful to look at both.

Descriptive statistics help explain the status of men, women, girls, and boys in a society. International statistical compendiums offer data disaggregated by sex and often by age. They include: the World Bank's World Development Indicators and Enterprise Surveys, the World Values Survey, surveys by Gallup and others as well as regional sources, such as the Southern African Development Community (SADC) Gender Protocol Barometer. However, when designing a project that will most likely work in some parts of a country it is important to gather sub-national information. Country statistical offices provide some information disaggregated by sex (e.g., farm ownership) in annual or quarterly reports, but it is necessary to dig deeper with ministry officials or reach out to cooperatives and associations to obtain more nuanced information.

Qualitative information from key informant interviews, focus groups with potential stakeholders and partners, and previous research and evaluative studies can add depth to descriptive statistics by hinting more about the why and how behind the numbers.

Domains of Analysis

It is possible to become overwhelmed with abundant data; a framework will provide boundaries for the analysis. Analytic domains essential to understanding the context in which a project will be implemented and ascertain how it could affect males and females are:

Laws, Policies, Regulations and Institutional Practices

- Formal, statutory, customary and informal laws (e.g., land tenure).
- Rules and procedures (e.g., human resource or hiring practices).
- The differential impact of laws, policies, and practices on men and women owing to socially prescribed behavior for men and women (e.g., outreach by extension agents or laws on emphasizing certain sectors of the economy).

Cultural Norms and Beliefs

> Stereotypes about what males and females should aspire to do, be, go and act like (e.g., who takes which roles in an agricultural value chain).
> Evidence in laws, policies, planning, and practices that facilitate the perpetuation of such beliefs (e.g., labor laws, norms on who fulfills which roles in production cycles or in marketing and sales).

Gender Roles, Responsibilities and Time Used

> Who does what in activities that generate revenue and those that do not, but are necessary for life (e.g., reproductive- and household- related work).
> Roles, responsibilities, and time used during paid work, unpaid work (including in the home) and community service (e.g., who cares for small livestock or is responsible for harvesting).

Access to and Control over Assets and Resources

> Who has what kind of access and control over assets such as land and water, income, social benefits (e.g., social insurance, pensions), public services (e.g., health, education), technology and information.
> The leverage males and females have over assets and resources to produce results for themselves as well as their families, communities and countries.

Patterns of Power and Decision-making

> The agency of women and men to make and influence decisions as well as exercise control over resources (e.g., human, material, financial and intellectual), at all levels.
> Includes voting and holding office all levels of government as well as public and private institutions.

Research questions mirroring these domains can be used to gather information. Analysis supports designing a project that is not hindered by gender gaps, does not exacerbate them and may assist in closing them! Developing research questions using this framework will help target the inquiry and identify how the project can account for and transform gender inequality. For examples of gender analysis questions, see USAID's Toward Gender Equality in Europe and Eurasia, a Tool for Analysis[35].

Applying the Gender Analysis

Findings from a gender analysis can be integrated into all aspects of project design, including monitoring, evaluation and learning. When thinking of how change occurs, the findings can be used to influence project objectives, selected interventions and inputs as well as identify appropriate outputs and outcomes that could result from gender-sensitive implementation. It is important to look at the "why" qualitatively to understand the story behind quantitative data on males and females.

Intersectionality

Make sure to include and address instances when individuals who could benefit from, participate in, or staff project activities experience multiple forms of discrimination that intersect and further marginalize a person or group of people. Build on gender analysis to identify where identities such as age, ethnic group, sexual orientation and gender identity, income level, and disability status intersect to compound marginalization.

Case Study: Liberia Prosper

Contributed by: Smita Malpani, dTS

Under the USAID-funded Liberia People Rules Organizations Supporting the Protection of Ecosystem Resources (PROSPER) project (2012-2017), dTS provides regular, short-term technical assistance in gender mainstreaming. In this project, a local, full-time Gender Integration Officer (GIO) and an international short-term gender and natural resource management expert worked in tandem to support strong, actionable gender integration.

At the project's kickoff, the international expert traveled to Liberia to support the GIO in developing a gender strategy and integrating gender in the project's work plan. In addition, the international gender expert delivered a training for PROSPER staff on pragmatic ways to integrate gender in their work streams.

The international gender expert worked with the local GIO to set up templates for both qualitative and quantitative data collection and analysis so that the GIO could monitor progress on gender actions and goals under PROSPER. The international gender expert, working remotely, helps the GIO by analyzing the data for best practices and lessons learned and clearly reports on gender-related progress to the project's technical director. In addition, the international gender expert provides on-demand support to the GIO on troubleshooting and technical questions through informal communication over email and Skype.

Case Study: Method for Coffee-Maize Gender Analysis

Contributed by: Amanda Satterly, TechnoServe

In June 2014, TechnoServe, through the Coffee Initiative in Ethiopia, performed a coffee-maize gender analysis based on both quantitative and qualitative data collected from the field through group discussion and individual interviews in five coffee and maize growing zones in Ethiopia (Jimma, Illu Ababora, West Wellega, Gadeo and Sidama). The focus group discussions involved 160 farmers (50 percent female) whose households grew both coffee and maize. Focus group attendees and their spouses were regular attendees of TechnoServe's Coffee Initiative Farm College funded by the Bill and Melinda Gates Foundation. Farm College is a monthly, field-based training program for farmers primarily focused on coffee agronomy best practices and coffee farming financial management with additional modules on maize agronomy best practices and nutrition. Survey respondents farmed on average 2.5 acres of coffee and 1.37 acres of maize. Respondents grew coffee for both sale and home consumption and grew maize largely only for home consumption with 43 percent not self-sufficient in maize production.

56 percent of women agree that a husband is justified in hitting or beating his wife if she leaves the home without telling him.

Coffee Farming Improves Household Food Security

Coffee farming is an important food security strategy for coffee-maize households. Over a third of surveyed coffee-maize farmers reported "often" using coffee income to purchase maize for consumption. All coffee-maize farmers reported using coffee income to purchase maize inputs, with 94 percent reporting that they did so often.

Women Value "Safe Spaces" to Share Farming Experiences with Men and Women

When discussing the benefits of attending TechnoServe's Farm College it is striking that all women, along with a majority of men, valued that Farm College provided them with an opportunity to meet other women and men in a socially-acceptable space to share knowledge and experience on their coffee and maize farming. It is likely that women valued this "safe space" more than men given that the social norms in Ethiopia place much higher restrictions on female movement outside of the home than they do male.

Men valued most the learning of agronomy best practices and they were more likely to say that the training had increased their confidence. Both men and women appreciated learning the correct use of inputs and the opportunity to share tools. Women were more likely than men to cite increasing income as a benefit of training. Less important benefits, which were equally cited, were improved relations and increased self-reliance.

Farming as a Family Business

Farmers reported that the number of people involved in household coffee and maize farming is numerous and extends well beyond "husband and wife." Sources of labor for planting maize seed include children, adult laborers and adult family members.

There is Gendered Division of Labor in Food Crop Farming

In maize farming, respondents reported that the division of labor between males and females was roughly equally split for tasks carried out near the home, such as drying and cleaning. For tasks carried out in the field, such as planting, integrated pest management (IPM), applying fertilizer, weeding and harvesting, the proportion of female labor drops. Male-dominated tasks include pesticide application, due to the perception – and perhaps reality, given lower female literacy levels – that men are more suited to "technical" demands, including following instructions, accurate measurement and equipment use. Land preparation was the most male dominated activity due to its more strenuous physical nature and the use of animal traction, which is believed to be a male responsibility.

Coffee Trees, but Not Maize Land, are Allocated at Marriage in Ethiopia

To enable a more nuanced understanding of coffee and maize asset control, individual follow-up interviews were conducted with 20 farmers in Gatchi and Gummay Districts after the focus groups. The majority of male and female farmers interviewed reported that "a few wives" in their community are allocated coffee trees at the time of marriage. This decision is typically made by the community elders and the families of the couple. All farmers interviewed indicated that the income derived from these wife-owned coffee trees remains solely controlled by the wives. At marriage, all other coffee trees and associated income, remains under the husband's control.

All the farmers interviewed in Gatchi District, Illu Ababora, believe that the wives' trees are more productive than the husband's trees. The reasons given by women and men for this disparity include: wives work harder on their trees; wives are allocated more productive trees; and/or wives are better at applying the taught agronomy best practices. The farmers in Gummay District, Jimma, felt that the wives' trees had the same level of productivity as the husband's trees.

The case for maize is significantly different to that of coffee. Both male and female farmers reported that no wives are allocated maize fields upon marriage, and thus have no stream of maize produce or maize income within the household. At marriage, all maize land and associated maize produce and income is controlled by the husband.

Joint Participation in Farm College Increased Female Economic Empowerment

Both male and female farmers reported that men and women were equally involved in delivering the maize to points of sale, and nearly as many women as men were involved in the maize price negotiations. However, only a third of these maize price-negotiating women (17 percent of all women total) directly received any of the sales proceeds. Female participation for coffee was similar with respect to delivery (50 percent) and price negotiations (42 percent); however the proportion of women receiving coffee sale proceeds was twice as high, with 36 percent of women overall receiving coffee sale proceeds. There is evidence that women are gaining greater control of coffee income as a result of husband and wife attendance at TechnoServe's Farm College.

All of the male and female farmers interviewed reported that since they had started attending Farm College the number of coffee trees allocated to wives by their husbands increased, with fully three-quarters reporting that the number of trees allocated to wives had "increased a lot." In line with this increased allocation of coffee trees, all farmers reported that wives had seen an increase in the coffee income that they controlled, with 70 percent of farmers reporting that it had "increased a lot." When asked why wives have been given increased control over coffee trees and income, farmers responded that TechnoServe trainings, including those on financial management, had increased husbands' confidence in their wives ability to manage coffee trees and income. Further, they explained that TechnoServe's training increased their awareness of the importance and benefits of increasing their wives' involvement.

Key Success Factors:

- Proactively invite, and enable training attendance of, both husband and wife.
- Ensure the training is hands on, field-based, practical and requires limited literacy.
- Include capacity building on both technical agricultural knowledge and financial management.
- Ensure the training is for a sustained period of time to allow time for behavior change (TechnoServe's program was three hours each month over two years).

The impact of Farm College on female control over maize land and income is significantly less than for coffee, with half of farmers saying that female control of maize land had "remained unchanged," with the remainder feeling it had increased "a little." The majority of farmers (75 percent) said that female control of maize income remained unchanged and 25 percent saying female control had increased "a little." The smaller impact of Farm College on maize income control is not surprising given that, unlike for coffee, there seems to be little precedent in societal norms for women to control maize land and income (see discussion above) and furthermore, Farm College focuses far more on coffee than it does on maize.

The increase in female income control has important beneficial impacts on family welfare. World Bank studies show that women and girls reinvest an average of 90 percent of their income in their families, compared to a 30 to 40 percent reinvestment rate for men. They also indicate that women's lack of economic

empowerment not only imperils growth and poverty reduction, but also has negative effects ranging from poor education and health outcomes for children to the spread of HIV/AIDS[36]. Income in the hands of women and girls is far more likely to break intergenerational poverty than income in the hands of men and boys.

Husband and Wife Joint Participation in Farm College Increased Female Household Decision Making Power

The vast majority of farmers (88 percent) reported the level of discussion in relation to the household's coffee farming has "increased a lot," while a minority (six percent) said it had increased a little since their household started participating in Farm College. The farmers who said that the level of discussion on coffee farming had "decreased a lot" reported that this was because they now agreed more quickly.

The vast majority of farmers (88 percent) reported that the level of discussion on the "use of coffee income" has "increased a lot" since they started participating in Farm College. Increases in the level of discussion regarding sensitive topics such as coffee income use are an extremely important indicator of increasing gender equality within the household and, in particular, are an important indicator of increasing levels of female empowerment.

Farmers reported that after attending TechnoServe's Farm College, the amount of household discussion on maize farming changed less perceptively than it did for coffee. Also, for those households for which maize earned an income, they reported in the majority of cases (67 percent) that discussion regarding use of this income increased only a little. It is unclear if the reason that Farm College has had less impact on maize discussion is because societal norms are more accepting of female participation in coffee farming or whether it is because Farm College focuses far more on coffee than it does on maize, for example, the financial management training is very specifically tailored to coffee (the cash crop), not maize (the food crop).

When asked why wives have been given increased control over coffee trees and income, one male farmer responded: "TechnoServe trainings on agronomy and financial management have increased my confidence in my wife's ability to manage coffee trees and income."

— Male farmer participant

Integrate Gender into Recruitment

Contributed by: Nicole Zdrojewski, dTS

Promoting gender sensitivity during the recruitment process is a critical component of project design and proposal development. Having a diverse staff allows for a more inclusive approach to programming and leads to higher impact and results.

When recruiting key and non-key personnel it is important to consider both formal and informal education and patterns in completion as well as experience gained on the job. In certain fields, women outnumber male graduates with higher education and vice versa. Differences can become starker if intersectional discrimination is accounted for (such as sex, age and ethnic group). Training and alternative educational qualifications should not be dismissed out of hand. It is important to keep an open mind, recognize internal biases and assumptions, and utilize professional judgment. If a person is qualified, even if through non-traditional ways, their participation as staff should be considered.

Likewise, as numerous studies have demonstrated, gender-balanced leadership is a key determining factor in an organization's long-term success. To build a gender-sensitive culture within an organization and to demonstrate to stakeholders, partners and donors that the organization puts gender at the core of its proposals and practices, it is important to include a gender specialist/expert on every project team, and to exhibit a continual commitment to gender-balanced leadership. See the Global Gender Balance Scorecard[37] for 2014 and Credit Suisse's Gender Diversity and Corporate Performance[38] report for more information.

Creating Gender-Sensitive Job Postings

When drafting advertisements for consultancies or staff, here are some sample phrases from dTS to consider adding. Breaking down a gender-neutral designation opens room to think and explore programmatic possibilities. There are more candidates with relevant experience than you think - they just need to be encouraged to mine their experience!

- Demonstrated experience and success in leading, supervising, coaching and developing male and female staff members.
- Excellent communication skills with the ability to dialogue, network, and negotiate with funding organizations, male and female led community groups, private sector organizations and local governments.
- Prior gender equality experience, including changing gender relationships, norms, power relationships and negotiation at the household, community and project level.
- Prior experience managing agricultural development that address disparities in men's and women's participation in value chains.
- Minimum 10 years' experience managing field-based agricultural projects, including community-level resilience and/or household nutrition programs. Experience working with male- and female-led agro-enterprises, cooperatives, small- and medium-sized farmers, and financial institutions preferred.
- Business/Small and Medium Enterprise Development – Bachelor's degree in Finance and/or Business Administration. Master's degree in Finance and/or Business Administration preferred. Minimum five years' experience working with micro, small and/or medium-size agribusinesses. Experience facilitating the development of male- and female-led businesses. Experience conducting financial analysis of agro-enterprises. Experience working in the private sector and/or with private sector development projects.

- Nutrition – Candidate should have Master's degree in nutrition, public health or related field. A minimum of five years of related field experience in nutrition programming, including development and management of nutrition programs. Familiarity with behavior change communication strategies in support of nutrition programs targeting male and female stakeholders that aim to transform gender norms. Experience conducting trainings, training of trainers and organizational capacity building.
- This position is responsible for implementing the monitoring and evaluation work plan and activities. This entails coordinating the collection of data that is disaggregated by sex and other relevant characteristics, processing and analysis; maintaining database of project performance; ensuring data quality and completeness; and reporting routinely to various stakeholders.
- Demonstrated understanding of male and female roles in and how they can affect production.
- Conduct site visits to male and female farmers/growers.
- Visit agriculture input suppliers and nurseries that work with male and female growers.

Case Study: International Development Organizations Integrating Gender into Recruitment

Contributed by: Land O'Lakes International Development

Organizations around the world have deployed diverse approaches and techniques to improve the gender balance of their staff. At Land O'Lakes International Development, the recruitment department embarked on an effort to form a "global gender network." This will ultimately be comprised of a pool of qualified professional women who possess expertise in agriculture – the primary sector for Land O'Lakes. The network will be built largely through internal Land O'Lakes references and managed through its customer relationship management (CRM) tool.

The idea for the global gender network came about through the challenges the Land O'Lakes regularly experienced in accessing women to fill leadership or senior-level positions during the recruitment process. One of the reasons women are often more difficult to recruit compared to men is that many feel comfortable remaining in the same position for a longer period of time, rather than starting with a new employer that may not offer similar levels of flexibility or benefits. In general, women are more trusting of referral networks than unknown external recruitment.

Through Land O'Lakes' CRM tool, members of the global gender network receive updates to keep abreast of new job openings. During proposal efforts, recruiters draw from this group to ensure gender diverse teams are being put forward from the start.

Case Study: Developing a Gender-Balanced Project Staff

Haiti Hope Project — Contributed by: Daniella De Franco, TechnoServe

TechnoServe recommends investing heavily in building project staff's gender awareness and support early on. A key part of this process is recruiting a gender-balanced project staff that can understand and respond to male and female farmers' different needs. More information on gender sensitive staff training can be found on page 70.

In 2010, TechnoServe and its partners launched the Haiti Hope Project to double the income of 25,000 Haitian mango farmers five years after joining the program. The project is supported by The Coca-Cola Company; the Multilateral Investment Fund (MIF); USAID; the Clinton Bush Haiti Fund; the Soros Economic Development Fund; and others. Haiti Hope offers agronomy training and marketing support to smallholder mango farmers, as well as facilitates access to short-term finance. Women make up half of the participants in the agronomy trainers; half of the members in newly-created producer business groups; and have accessed half of the loans issued through the project's partnership with Sogesol, a local microfinance institution.

Yet despite the equitable participation and benefits to men and women participating in Haiti Hope, TechnoServe identified an internal management weakness early on. While women represented 35 percent of farmer trainers (compared to a 15 percent global rate for female extension agents[39]), the project leadership was gender-imbalanced and made up largely of men. In many low-income countries, the agronomist degree is dominated by men and the project struggled to identify female candidates for middle management positions which called for a more technical background. This was compounded by family obligations, as Haitian women are generally responsible for raising children and the project's reach across a large geographic area required constant travel, meaning long hours away from home for staff.

Driven by the belief that a gender-balanced project staff can deliver better results, Haiti Hope took action to recruit and invest in female project leaders. This involved:

> **Recognizing that change begins at home** and setting an example. TechnoServe believes the gender make-up of agricultural extension staff should reflect the gender make-up of those they seek to reach. Before asking farmers to question their household gender dynamics and decision-making processes, the Haiti Hope project team intentionally sought to create equal opportunities for men and women on staff.

Photo credit: ©2010 Audra Melton TechnoServe

- **Hiring intentionally to rebalance gender on a project team.** After recognizing women's underrepresentation as project leaders, the Haiti Hope project manager required for hiring all new positions to interview at least one qualified woman. If a female candidate scored equally or close to a male candidate, she received preference. As more women joined the leadership team, it became easier to find other qualified women thanks to a networking effect.
- **Building an internal talent pipeline.** In the case of Haiti Hope, due to a shortage of experienced and qualified female candidates with agricultural backgrounds, the project team hired a number of women at more junior positions and assigned a mentor to each of them to grow their professional skills. After one to two years, the staff members were promoted according to their skills, thus ensuring their success.
- **Going beyond interviews.** Observing candidates via teach-backs provides a real life view of their ability to perform in a job, and can enable an organization to hire top performers. TechnoServe selects candidates for the farmer trainer position by testing their teaching ability, which levels the playing field for candidates from different backgrounds. Rather than relying solely on interviews, during which men in rural contexts might project greater self-confidence than women, a farmer trainer is chosen by demonstrating that he or she is capable by learning and "teaching back" the same material he or she would use on the job.
- **Supporting staff as they balance work and family demands.** Projects like TechnoServe's Coffee Initiative in East Africa supports female farmer trainers by offering free childcare during training sessions and enhancing TechnoServe's maternity leave policies.

Integrate Gender into Cost Proposals

When a cost proposal is being drafted for a new project, it is essential that adequate resources be allocated for gender-related components of the project. Experience has shown that when resources for gender-focused aspects of project implementation are not allocated during the cost proposal phase, these aspects of programming often altogether fail to become a part of a project's life cycle. Examples of gender-related components to be incorporated into a project budget include a gender analysis, gender sensitization trainings and the inclusion of an on-staff Gender Specialist. Depending on project needs and resources available, the Gender Specialist position could be combined into a hybrid position – such as a Gender and Communications Specialist or a Gender and M&E Specialist.

It is recommended that each proposal budget include a gender assessment to be completed within the first six months of the project. Our experience has shown that for projects less than $10 million, an adequate amount to include for a gender assessment is $10,000, while for those over $10 million, a budget of $15,000 to $20,000 should be considered. We also recommend budgeting for a gender sensitivity training for local staff in Year 1. Costs associated with this training may include space rental and the hire of a local gender consultant or in-house expert to conduct the training.

Cost Impacts of Gender-Balanced Trainings

Land O'Lakes now recommends that two or three members from each household attend all project trainings (e.g., trainings on planting methods or quality assurance methods). This recommendation is based on results from the Gender, Agriculture and Assets Project (GAAP)[40], which Land O'Lakes conducted in conjunction with IFPRI and the International Livestock Research Institute (ILRI) in connection with its U.S. Department of Agriculture (USDA)-funded Mozambique Smallholder Dairy Development Project. This approach, discussed in detail later in this document, is effective from a gender-sensitive perspective because it aids in the knowledge transfer between various family members – especially husbands and wives. When only one household member attends a technical training, it is most often the husband, and frequently he does not transfer what he learned to his wife. When husbands and wives are able to attend trainings together, both obtain new technical knowledge, and the incidence of the partners consulting one another on technical decisions increases. This form of "Couples Training" is therefore highly encouraged. It does, however, come at a cost, and therefore needs to be reflected in project budgets.

Chapter 2

Inclusive Gender Integration

Ensuring Women's Involvement in Trainings

In many cases, women's attendance rates at technical trainings pales in comparison to that of men. This difference in attendance rates is often caused by constraints that are specific to women. The list below outlines ways these constraints can be addressed, so that they do not prevent women from attending and fully participating in and benefitting from technical trainings.

- Whenever possible, include two members from households in trainings (Couples Training). Couples Training helps household members learn from one another as well as build a more collaborative approach to technical activities, and to engage in joint decision-making. This method also ensures successful knowledge transfer to both heads of household, instead of relying on the less dependable method of one head of household sharing information learned with the other upon returning home. Couples Training opens up new space for changing gender norms and a realization of the benefits of women engaging in activities that were previously thought to be outside of their domain.
- Trainings that involve women should be held during the day at times that are convenient for women (usually when children are at school), in locations close to their homes and that are cognizant of seasonal activities. They should not require extensive travel or overnight stays, whenever possible.
- Encourage women participants to attend trainings regardless of whether they will be bringing a child with them. During the training, create a welcoming environment for women with their children and encourage them to actively participate. Emphasizing that women will not be penalized for missing a session due to childcare commitments and that opportunities to learn missed information can be accommodated later are recommended to help create a friendly, welcoming environment.
- Make proper accommodations for infants and young children at trainings. These accommodations may include providing milk and soft foods during meal times, and ensuring that an easily accessible and appropriate area for breastfeeding is available. Arranging childcare services during trainings is also recommended.

Participating in Value Chains

Use the GATE Handbook[41], produced by USAID's Office of Women in Development; the Challenging Chains to Change[42] manual, jointly produced by the Royal Tropical Institute, Agri-Pro Focus, and the International Institute of Rural Reconstruction; and the Making the Strongest Links[43] document, produced by the International Labor Organization, as guides.

The GATE Handbook focuses on promoting equitable opportunities in agricultural value chains. It is based on research studies and training programs conducted in seven countries, all of which shared the objective of integrating gender considerations into economic growth and trade-related programs. Challenging Chains to Change identifies and addresses various constraints to women's participation in value chains, with an overarching goal of making these value chains more efficient and more just. Making the Strongest Links is a guide for mainstreaming gender analysis in value chain development.

Case Study: Confidence and Empowerment through Training

REAP II Project — Contributed by: Roksana Begum, Land O'Lakes International Development

Munni Akther lives with her husband Abdullah and four children in Basabari of Upazila, Mymensingh District, Bangladesh. When Abdullah lost his ability to work as a day laborer, the family lost their only source of income. Munni was upset to find her family living in poverty; however, as a woman, she believed that there was nothing she could do to support herself or her family.

In 2013, Munni learned of the Rural Enterprise for Alleviating Poverty (REAP) II Project, funded by USDA Food for Progress, which supports smallholder farmers in increasing their food production. Munni became interested in connecting with an organization offering a social network of others who also wanted to improve their economic situation.

Before receiving this training she was unaware of topics such as gender or rights. After the training, Munni realized that women are equal to men and that as a woman, she could do many things for her family.

As a result, she joined the Basabari Marginalized Women's Group, a group funded by the REAP II Project. After joining the group, Munni received training in nutrition, health, gender, vegetable cultivation, poultry and goat rearing. In addition, REAP II played a vital role in changing Munni's attitudes (and others in her group) regarding options for livelihood improvement. Before receiving this training she was unaware of topics such as gender or rights. After the training, Munni realized that women are equal to men and that as a woman, she could do many things for her family. Her confidence grew and she believed in her ability to be socially and financially empowered. Munni decided that educating her children would be a priority so they would have more opportunities as they grew up.

Now, Munni cultivates her 0.7 acre homestead land and unused lands to grow different vegetables which meet her family's demand for nutrition. Due to the training she received on cooking hygiene, she focuses on food safety by washing vegetables before cutting them and cooking them at appropriate temperatures.

By adopting different agricultural activities that account for seasonal and climate deviations, Munni now earns sufficient money to meet the basic needs and demands of her family. She provides her children with an education, as her son and three daughters all attend secondary school, and advises community members to do the same. In this way, she contributes to society and gains respect from her community for the responsibility she has as a provider for her family. Munni's husband and children have a newfound respect for her in her new role as breadwinner for the family. Today, Munni and her community view her as an equal leader in her household.

Reaching Women Without Alienating Men and Build Men's Support

In some cultures where women are limited in terms of movement and restricted in their contact with men outside of their families or communities, it is critical to assess the degree to which women can be targeted, and the most appropriate ways to reach them. It is essential that this be done in a manner that actively involves men. The following list of approaches outlines different ways this can be accomplished. When appropriate, multiple approaches can be implemented at once. Use female extension workers to meet with women in appropriate locations (i.e., homesteads, designated meeting locations, etc.):

- **Interact with male members of households** (fathers, brothers, husbands) and negotiate their approval for their wife's/daughter's/sister's participation in an activity.
- **Approach local male religious and/or traditional leaders** to negotiate women's involvement in an activity and when appropriate, enlist their support to build community acceptance and support of women's participation in an activity.
- **Speak with men who allow female members of their family to participate in activities** and ask them to speak with other men in the community regarding the benefits of this involvement.
- **Facilitate gender sensitization trainings** for men and boys. These trainings can be used as a forum for facilitating joint household planning activities between men and women, and for educating men and boys about nutritional, health and educational needs of all family members.
- **Foster the development of women-friendly businesses** by speaking with the owners and managing directors of businesses along the value chains you are working with and encouraging them to declare themselves women-friendly. This declaration could be backed up by a sign put up in the shop, a change in the company's hiring practices, or a shift in the company's customer service policy. Various criteria for what makes a business women-friendly can be used, depending upon the context. For guidance on developing these criteria, review the Women's Empowerment Principles[44] – a set of principles, developed by the United Nations (UN) Global Compact and UN Women, for businesses on how to empower women in the workplace, marketplace and community. For examples of companies successfully adhering to these principles, and enacting their own gender policies, review the Business Practice section of the Women's Empowerment Principles website.

Case Study: Partnership for Transparency Fund's Citizens Against Corruption Program

Contributed by: Indira Sandilya, PTF

PTF worked with the Nava Jeevana Mahila Okoota (NJMO), or Young Women's Association, under its 2010 Citizens against Corruption (CAC) program in Raichur, India. The goal of the CAC program was to improve access to safety net programs for poor populations in order to alleviate poverty and improve living standards. Such programs usually incorporate special benefits and entitlements in favor of Dalit communities, which are historically classified as the lowest caste in Indian society, into their design.

NJMO consists primarily of Dalit women and works on women's issues, such as violence against women, the existence of devadasis (young girls, usually the last born, that families "gift" to the local temple), and education for girls. Although the project did not initially identify women as a programmatic target, in practice they were the main stakeholders and, thus, became the main participants. NJMO believed strongly in peer education to raise awareness and build capacity in the community.

With the help of a Bengaluru-based NGO, NJMO trained its members, mostly women, in the methodologies of good governance and anti-corruption. This included the basics of third party monitoring and constructive dialogue with Public Distribution Scheme (PDS) shopkeepers and local authorities. It also covered briefings about the Right to Information Act and how to submit applications under it. A cadre of karyakartas, or master trainers, was developed and workshops conducted, using local examples and graphic materials to inform people of their rights and responsibilities. Women were encouraged to form support groups, which made them comfortable in attending the workshops and spreading the word. The NJMO women enjoyed belonging to a group and drew strength from numbers. They gained confidence, volunteered to become trainers and conducted meetings apart from those organized by the project. Many of the original karyakartas moved to adjoining districts to continue work there.

NJMO's greatest strength lies in its sustainability. By the end of the project, many more people in the community had secured PDS cards and received the bulk of their entitlements. The quality of food grains distributed also improved. PDS shops remained open for longer hours, and for more days in the week, so accessing them became easier. It also introduced membership fees in order to sustain it indefinitely. This model also gives the women a strong sense of ownership. They have started a group savings fund, pooling money for emergencies or unexpected expenditures. They also now engage men on issues of domestic violence. Thus, a project intended to tackle corruption ended up empowering women and creating leaders. It also demonstrated that women, who experience corruption disproportionately and differently, are particularly active and effective in anti-corruption efforts.

Preventing Unintended Consequences of Women's Participation

Gender-Based Violence in Development

The underlying cause of gender-based violence (GBV) is unequal power relationships, combined with sociocultural beliefs that permit or, in some cases, provide justification for violence against a person or persons because of their gender. Anyone – men, women, boys, or girls – can be victims of GBV, but the vast majority of victims are women and girls[45].

> *"If we turn a blind eye to GBV when implementing agricultural and economic development programs, we unwittingly foster it and may even endanger the very women whose lives we hope to better."*
>
> *— Mara Russell on GBV posted on Women Thrive's website[50].*

Reaching women without alienating men is complex, particularly when implementing a project that distributes assets, information, education or other resources specifically to women — a scenario that is likely to affect gender-based power dynamics in a community. To help ensure that changes in power dynamics do not lead to GBV, it is important to ensure that a gender analysis is always conducted early on in a project's life cycle, and that it includes analysis of community power dynamics. Information collected from these analyses can then be used to directly influence project design. Additionally, the approaches listed in this document on reaching women without alienating men and building men's support must be implemented carefully, particularly in cases where women are solely targeted for training (in the absence of men). If this work is not undertaken with great sensitivity, women may be unable to apply new approaches, may not benefit from an activity, or in extreme cases, could be subjected to GBV. Even though many development organizations do not specialize in GBV prevention and response, each organization can still play a role in reducing project participants' risk of becoming GBV victims by engaging in responsible project design and implementation.

Land O'Lakes recognizes that GBV is a risk in all project contexts, particularly those where conflict is present; displacement of individuals and families is occurring; food insecurity is severe; access to resources like land, water, and cash is limited; and/or societal structure is highly stratified. Land O'Lakes' thought leadership in this area has been recognized by external partners, including Women Thrive Worldwide, which published this blog post during Domestic Violence Awareness Month. The post[46], written by the founder of the Land O'Lakes' GTF, Mara Russell, examines how violence transcends the household environment to impact all aspects of daily life, and demonstrates that violence against women is not solely a health issue, but is also an agriculture issue and an economic issue. Land O'Lakes' work and findings on the nexus of livelihoods and GBV, particularly in the agriculture sector, has been shared broadly, including at the United Nations Commission on the Status of Women. Land O'Lakes' presentation on this topic can be found on The Hunger Project's website here[47].

For more information on integrating GBV prevention/ response into economic growth projects, see this comprehensive USAID toolkit[48]. In addition, PEPFAR's Updated Gender Strategy[49] focuses on HIV prevention, support, care and treatment but also has useful information regarding GBV issues in programming and provides other relevant information throughout.

Involving Men in Gender-Related Activities

"Gender issues" are often viewed as synonymous with "women's issues," even though gender actually refers to both men and women. This common confusion occurs for good reason: discussion around gender and gender integration methods heavily focus on women, as diverse communities and stakeholders worldwide work to undo and move past long-entrenched inequalities that have negatively impacted women.

Although it is true that in many cases women encounter more constraints and confront more discrimination compared to men, it is also true that for gender equity to be achieved men must be actively involved at every stage. Insufficient attention has been given to the importance of men's involvement in all gender-related issues, but recent efforts have begun to correct this oversight. For example, the GTF of the Washington, D.C.-based Food Security and Nutrition Network (FSN)[51] facilitated a discussion about how men's participation in gender-focused discussions can be increased, and how men's viewpoints can reach all stakeholders involved in the advancement of gender equity.

Key points made during the discussion included:

- To draw more men into gender discussions, gender must be included in targeted technical discussions. This integrates rather than isolates.
- Personally inviting men to join in meetings/panels/etc. helps to identify their value-add to the discussion up front.
- Capacity needs to be built at the program/field level around gender integration and awareness, but solid leadership is also crucial. If the organization recognizes gender as an important component of change and project implementation, men and women are both involved in the dialogue. Safe spaces around gender discussions emerge/can be built.
- Men can seem unaffected by the gender dialogue. Once men shift to absorb their responsibility in gender discussions, they will begin to show up at meetings. For women, leading the discussion on gender is natural. Regardless, emotions need to be left behind so that a productive conversation can take place.
- Men should be considered as co-chairs for gender task forces and for gender specialist positions.

These points serve as helpful guidance for programs working to maximize impact by integrating men's voices in discussions on gender, project design and project implementation.

What about Tools for Men?

Alongside efforts to better integrate men into discussions about gender, implementing organizations are increasingly dedicating resources to developing gender equity tools targeted at men and boys. For example, this Fathers' Group Manual[52] was developed by World Vision, Promundo and MenCare. It is intended for use by fathers working in the tea estate regions of Sri Lanka and was designed to promote gender equality in home environments. The manual offers a series of tested activities and group discussion topics that provide a strong foundation for addressing and transforming gender and masculinity norms within families and communities. Although tools of this nature are currently few and far between, their numbers are likely to grow in the near future.

Working With Vulnerable and/or Female-Headed Households

People who participate in development projects represent various segments of the socioeconomic spectrum. In some projects, development practitioners work with the poorest of the poor – a segment of the population that tends to include a disproportionately high number of women. The most vulnerable households, including female-headed households, commonly lack access to land, livestock, and other productive resources. Lack of capital (both tangible capital, such as land and livestock, and intangible capital, such as social capital and human capital), due to lack of assets, is also a major constraint. These households, particularly in areas that have been affected by HIV/AIDS, often include a large number of dependents coupled with extremely limited resources. Under these circumstances, it becomes that much more important to ensure that resources available are used as effectively and efficiently as possible. This includes not only financial resources, but also time resources, as women in impoverished and/or female-headed households are often very constrained in terms of time.

As the most vulnerable households commonly have difficulty producing or purchasing food, equitable intra-household food distribution is critically important. Yet, consumption patterns (order of eating among household members, types of foods provided to men, women and children) may be dictated by cultural gender biases rather than actual needs.

The obstacles confronted by a society's most impoverished individuals and households require appropriate interventions. For each country and project, a household level food security and livelihoods assessment should be carried out to determine the ability of households to produce (increase availability) and purchase (improve access) food, as well as current and potential household income opportunities. In situations where we target vulnerable households and/or smallholders, there is a great likelihood that the women targeted possess very minimal literacy and numeracy skills. It is challenging to take an enterprise development approach if women cannot read, write or do basic arithmetic. In addition, as men manage finances in most households, women may lack even a basic understanding of financial concepts. Incorporating basic literacy, numeracy, and financial literacy in all training activities for vulnerable groups is recommended.

Projects of this type may also take place in geographic regions that are highly prone to shocks, and households in such areas may have difficulty protecting and maintaining their assets. It is important that such communities gain a full understanding of the various potential shocks and risks that may exist within their environment that may reduce their ability to improve their food security and livelihoods and develop means to cope with and mitigate these risks. In many cases, risks may be related to climate change or environmental impacts such as erosion. In such instances, it is important to ensure that community members understand these risks, and seek to mitigate them.

It is important that communities seek the means to cope with shocks and threats through the development of early warning systems (EWS) and disaster mitigation plans (DMP). Women should be involved in the development of EWS and DMP and the needs of men, women, boys and girls should be taken into full consideration. For instance, if an area is prone to flash flooding, it is critical that warnings are provided far enough in advance and reach people in distant locations in order to ensure that women, children, disabled and elderly people can evacuate safely. Practice drills can be an effective means to improve warning and response times, by identifying and addressing factors that limit the coverage and effectiveness of warnings. In drought prone areas, development of improved, multi-use water systems that provide water for humans, crops and animals can reduce drought hazards. However, it is important to ensure that women are fully involved in decisions regarding the placement of these water systems, since women are the members of household most likely to remain responsible for fetching water.

Appropriate financial mechanisms, such as village savings and loans associations (VSLAs), rotating savings and credit associations (ROSCAs), and micro-insurance, are another important mitigation tool that can reduce exposure to shocks. These financial mechanisms can provide a safety net to households and communities where traditional financial tools are often not available, or community members are not eligible to utilize them. It is important that both women and men fully understand how these financial mechanisms work, and that they have the opportunity to take advantage of them if they are available.

How Can Vulnerable Groups, Including Women, Be Integrated into Food Security Programs?

Review Gender Integration in USAID Bureau for Democracy, Conflict, and Humanitarian Assistance Office of Food for Peace Operations[53] to learn more. Although this document has a particular focus on Title II projects, many of its aspects are more widely applicable.

Want to Learn More?

The USAID Resilience Policy[54] provides excellent guidance on building resilience in shock prone areas. Additional information on disaster risk reduction[55] from the Office of Foreign Disaster Assistance (OFDA) also provides useful guidance, as does information on how Women and Girls Reduce Disaster Risk Every Day[56].

Building Resilience in Communities

Households and communities can become vulnerable due to a variety of reasons such as natural disasters or economic hardship. Households led by women can become especially vulnerable because they lack the same economic opportunities available to men and may face other constraints due to gender roles in their communities. Land O'Lakes recommends a two-pronged approach to build resilience to these outside factors. Households and entire communities are encouraged to reduce their risks while, at the same time, building adaptive capacity to withstand shocks. This is crucial to enabling food insecure and chronically poor communities to become more stable. Assets and an income base are critical to making this happen. In addition, households need to be able to meet their basic food and nutritional needs. Once this occurs, the household must have some type of income generation to ensure sustainability.

Case Study:
Building Resilience through Animal Fodder

Contributed by: Land O'Lakes International Development

Bessie Munachoonga is a 62 year old dairy farmer of Mutandalike Community in Choma District, Zambia. The quality of rangeland grazing in Bessie's community has witnessed significant deterioration due to severe droughts and variable rainfall since 2005. The deterioration has been compounded by a lack of sustainable management of communal rangelands. Rangeland cover has reduced as well as vegetation quality, which means that fewer cattle can graze than in the past. As a consequence of this and the spread of animal diseases, the health and herd numbers of livestock have declined. Livestock performance has also declined and dairy farmers dependent on milk have seen their milk yields continue to shrink.

Bessie has been a dairy farmer since 2011 when she became a proud owner of a dairy cow. She has experienced firsthand the effects of low productivity during the lean months of the year (April to November), when her milk production drops to eight liters per day. For Bessie, income from milk yields helps her meet her household needs, including school fees for the four orphaned grandchildren that she and her husband support.

Bessie decided to participate in the Zambia Fodder Pilot (ZFP) Project, funded by USAID and implemented by Land O'Lakes, after attending sensitization meetings on fodder and its benefits. She received 6.5 Kgs of fodder seed, which she cultivated and led to a harvest of 670 Kgs of fodder legumes and natural grass. She also participated in various trainings on fodder production and animal nutrition. After she started supplementing her dairy cow, milk production increased from eight to 15 liters per day.

To mitigate reduced animal productivity, ZFP trained farmers in fodder/feed ration formulation to improve animal nutrition. Bessie Munachoonga was among the 44 farmers in her community trained in feed supplementation so that their animals have access to locally grown balanced feeds/fodder. She acquired hands-on skills in nutritional requirements of animals, feed quality, feed quantity, feed mixing and fodder flow planning.

Applying her acquired knowledge, Bessie started supplementing her dairy cows with better nutrition using techniques learned in trainings. By September 2014, her daily income had more than doubled from the extra milk sales she made due to her cow's greatly increased milk production. This readily available disposable income has helped improve her household dietary diversity. With her increased income, Bessie plans to purchase more farming inputs to improve food crop and fodder production to enhance her household food security.

Involving Youth

Contributed by: Pietronella van den Oever, PTF and Land O'Lakes International Development

The inclusion of youth in food security and nutrition projects is a critical consideration for sustainability, especially in light of demographic shifts and the growing youth population in developing countries. While involvement in agriculture may be perceived as a days gone by tradition by those seeking pathways out of poverty, involving the youth population as key actors within value chains can lead to innovate solutions to constraints and challenges.

USAID defines youth as those between ages 10 to 29, recognizing that this aggregated age group can be easily dissected into differing skill sets and developmental stages for targeted interventions. The demographic dividend, which USAID defines as "the accelerated economic growth that may result from a rapid decline in a country's fertility and the subsequent change in the population age structure", is another viable concern for development practitioners. Thus, countries with a majority youth population, such as Uganda where approximately 78 percent of the population is under 30, rely heavily on the youth population for the country's economic future.

Birth rates in many countries remain high, especially in specific segments of the population and in geographic areas. In virtually all Sub-Saharan African countries, for instance, birth rates have fallen in urban areas, and in the economically better-off population groups. Therefore, a smaller proportion of the population may indeed attain a demographic dividend for its own social group, while large population groups in one and the same country remain amongst the poorest population groups.

Case Study: Youth and Gender Integration

Kenya Dairy Sector Competitiveness Program —
Contributed by: Mary Munene, Land O'Lakes International Development

The USAID-funded Kenya Dairy Sector Competitiveness Program (KDSCP), implemented by Land O'Lakes from 2008-2013, worked with smallholder dairy farmers in overcoming challenges and in increasing household income from the sale of high quality milk throughout Kenya. Working within the framework of the existing dairy sector in Kenya, KDCSP aimed to have an inclusive membership for men, women, boys and girls.

The gender baseline assessment study for KDSCP highlighted several challenges faced by women and girls in Kenya, including a lack of decision-making power at the household level. In order that all members of the family benefited equally from the project, not just the head of the household, Land O'Lakes promoted the importance of cooperatives among all potential stakeholders. The cooperative idea was embraced, as it has proven to be a resilient business model with numerous benefits for the community. Cooperatives serve the needs of members and provide smallholder farmers the opportunity to be owners as well as provide opportunities for women and youth to participate in decision-making and to take on leadership roles.

In its integrative approach, KDSCP promoted business opportunities for young men and women along the dairy value chain. Youth stakeholders started support businesses in the dairy sector, such as artificial insemination (AI) service provision, animal health assistance (AHA), silage making, bio gas construction, technology service providers, farm labor on dairy farms, cashiering in agro stock stores, cooperatives, extension provision, training at Farmer Field Schools and at demonstration farms. Girls living with their parents who became pregnant out of wedlock were encouraged to own dairy cows as a way to be financially independent. Overall, KDSCP supported 338,000 rural Kenyan households, of which nearly half of households were headed by women. Smallholder incomes increased by more than 208 percent, 25,000 jobs were created and 185,000 men, women, and youth farmers are now using improved technologies to increase productivity[57].

TechnoServe Case Study: STRYDE Programs

Contributed by: Amanda Satterly, TechnoServe

STRYDE 1:

TechnoServe implemented the Strengthening Rural Youth Development through Enterprise (STRYDE 1) program, targeting young people in Kenya, Uganda and Rwanda. The overall program goal for STRYDE 1 was to sustainably improve livelihoods for 15,000 rural youth ages 18 to 30 and their households by harnessing existing opportunities in employment, agriculture and the informal sector. The program worked with rural youth to identify income-generating opportunities in their local communities, provide the knowledge and support to help them build their livelihoods (through jobs, enterprises, and agriculture), and worked with local communities to expand the positive impact that rural youth can have on the local economy.

The STRYDE model consisted of a three month training program and a nine month aftercare phase which helped youth identify models to start a business, find a job, or return to the family farm utilizing their new commercial skills. To support youth in starting businesses or obtaining employment or internships, TechnoServe coordinated job fairs, facilitated linkages to additional training, arranged finance clinics with financial service providers, connected youth to local employers and business/micro-franchise opportunities, and looked for ways to create linkages for youth within its existing networks in local and regional agribusinesses and agricultural production.

Qualitative Observations from STRYDE 1

- Encouraging both husband and wife to join STRYDE (preferably in the same cohort) resulted in couples reporting improved cooperation, particularly in relation to income generating activities.
- For couples who do not both join STRYDE (i.e., because one of them already has a job), invite the non-participant spouse to tailored meetings to explicitly explain what their spouse will be doing, where, with whom, how long and the benefit to the household. Further invitation to meetings on gender equality in the home may be necessary.
- It was necessary to assist married participants (where the spouse does not participate) to get the support and cooperation from the non-participating spouse. This was particularly a major issue for married female participants who needed the support of their husbands.
- Helping unmarried youth, particularly girls, negotiate with their parents for access to family assets to enable them to create income earning activities was needed. For unmarried youth, invite their parents to a similar meetings that explains what their child will be doing and sensitizing them to the importance of reflecting on the gender biases in the home and the harm it has on their daughters and encouraging them to change.
- Integrate gender into training modules particularly at the household level covering labor sharing, income sharing and asset ownership.
- Continue to encourage females and males to undertake "non-traditional" careers, for example by offering all skill building activities to both females and males (not based on gender norms).

STRYDE 2:

Based on the successes and lessons learned in STRYDE 1, the program is now entering a second phase, where it will work with an additional 48,000 youth and include new geographies (Northern Uganda and Tanzania). STRYDE 2 is a five-year program funded by the MasterCard Foundation that runs from August 2014 to July 2019. A key component of the STRYDE 2 model is sustainability. We will develop the capacity of system actors to enable them to take on key functions of the model so that the impact can be sustained after the end of the five-year program. As such, nearly 40 percent of the participants in STRYDE 2 will be trained by partner organizations. To ensure quality delivery of those trainings, we will train the partner organizations and monitor their delivery and impact.

While STRYDE 2 will aim to continue to increase the ability, motivation and opportunities for rural youth, it will also focus on the following components:

- Scale the STRYDE model to more youth in new geographies. The bigger share of the program will be in Tanzania (15,000 participants).
- Strengthen the STRYDE model's aftercare component by tailoring activities to the specific needs of different participant segments.
- Sustain the STRYDE model via capacitation of local partners so they are able to provide STRYDE trainings to rural youth beyond TechnoServe's program.
- Produce learnings about STRYDE 2 improvements to the STRYDE model that will benefit the broader youth ecosystem.

Photo credit: Brian Semakade, TechnoServe

Chapter 3

Integrate Gender into Technical Approaches

Considerations for Projects Involving Cooperatives and Agricultural or Dairy Development

Although this document is intended for a wide variety of development organizations, it includes a section specifically focused on cooperatives and agricultural and dairy development because of Land O'Lakes' experience and expertise in these areas. Listed below are key topics Land O'Lakes staff have endeavored to "ask and learn" about in the early phases of project implementation, so that they can use the information they gather to update project design accordingly. Other organizations are invited to make use of the list of topics below, and to make new versions of this list for different types of development projects. Below are some suggested topics to "ask and learn" about.

"Ask and Learn" When Promoting Cooperative Membership:

- Is membership for an individual or the entire household?
- Can husbands and wives have separate membership?
- If it is a joint/household membership, who collects the weekly/monthly payment?
- Is it possible to set up credit or advance payment systems so women can buy items against the monthly check and/or take an advance on the check to buy immediate needs? This may enhance women's control over their dairy or crop income.

Example: Under the M-pesa (mobile money) system, which is widely used in Kenya and Tanzania, payments are electronically transferred to women's mobile accounts. By replacing cash payments with electronic payments, women maintain greater autonomy over the use of their earnings.

Example: From Madagascar to Papua New Guinea, cooperative members set-up shops selling used household goods and items, such as oil and sugar. Members can arrange partial in-kind payments, in the form of these items, for their product sales to the cooperative in place of cash. Women regularly review this payment system favorably, as it ensures a portion of their income will be spent on household necessities they have pre-selected.

- Are women encouraged to join the cooperative or producer group?
- Are women encouraged to participate in leadership roles, including on the board of directors, other than through the role of secretary?
  Encourage: Support the inclusion of at least one woman on every board.
- How much input do women have in cooperative decision-making? Are there safeguards built into by-laws that ensure that women's voices are heard in cultures where women's views are often not considered?

"Ask and Learn" When Promoting Milk Collection Center (MCC) Development:

Collection times can impact women's ability to send in milk. Often she must rely on a milk transporter, who creates an additional expense, and who may or may not pick up milk in time. "Ask and learn" the following questions:

- Can the MCC stagger milk collection times, without affecting product quality?
- Can the MCC develop alternative/creative milk delivery practices (i.e., establish satellite collection points, etc.) that support women?

Example: Support MCC in developing a milk collection system that works for women.

A Gendered Approach to Cooperative Farming

There are indications that agricultural cooperatives, especially cooperatives with a gendered approach, can effectively increase women's empowerment, gender equity and economic wellbeing if women can successfully participate. To learn more, read this SNV-produced article[58], which analyzes the impact of agricultural cooperatives on women's empowerment using the P'KWI Farmer to Farmer Cooperative Society in northeastern Uganda as a case study.

Access to Extension Services

Why Does it Matter if Extension Agents are Male or Female, and What Can Be Done to Ensure Women Farmers Have Access to Extension Services?

Read this post[59] from USAID for more information and ideas, as well as this paper[60] by IFPRI about how gender differences in access to extension services affect technology adoption and agriculture productivity rates.

How Can the Gender Gap in Agriculture Extension and Advisory Services Be Reduced?

Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES)[61] is a new project designed to assist partner organizations working in Feed the Future countries. The purpose is to reduce agricultural gender gaps, increase the empowerment of female farmers and improve integration of gender and nutrition in and through agricultural extension and advisory services.

Read this discussion paper[62], written by a group of academics and practitioners at Modernizing Advisory and Extension Services (MEAS), to learn more.

MEAS Case Studies

To learn more about Ghana's women extension volunteer model, read this case study[63]. To learn about how women's groups in India have improved the delivery of extension services, read this case study[64].

What about Crops?

Prepared for the Science and Technology Team of the Bill and Melinda Gates Foundation, The Evans School of Public Affairs at the University of Washington published a series of crop-specific research papers analyzing gender and cropping in Sub-Saharan Africa. Each paper examines gender dimensions throughout the entirety of the agricultural cycle, from land preparation to harvesting and household use. Background information can be found in the executive summary[65].

Women and Land: What is the Situation?

Access to land dramatically affects a woman's ability to be agriculturally and economically self-sufficient, and to adequately provide for her family. Policies surrounding women's access to land differ from country to country. Learn more using this World Bank database[66] and by referencing Landesa resources[67]. To read case studies on the impact of legal changes, community-based efforts and women's land access, refer to IFPRI's publications on programs in Ethiopia[68], Tanzania and Uganda[69].

Points to Consider Regarding Women and Land

Contributed by: Pietronella van den Oever, PTF

PTF recommends that policy makers and project implementers consider the following points regarding women and land ownership in order to optimize women's contribution to agriculture in Africa:

- **Women's contribution to the household budget.** In many African rural families the household budget consists of separate pots, with women generally providing most of the daily food. Owning their own land would allow women to make the investment decisions for sustainable land use and increased yields, and to decide which activities are more or less economically advantageous (for instance, pounding millet versus going to the commercial mill and using the time gained to cultivate and sell high-value crops).
- **Contradictions between customary rules and official law regarding women's land ownership.** If customary law prevails over official legislation, it is often better for women to unite in groups with a common economic purpose. Such groups have considerably more voice and are able to exert more power and help women get access to resources such as legal landownership rather than when they are merely working individually in economic initiatives in which men are the decision makers.
- **Common restrictions faced by women regarding access to agricultural production resources.** Even if women are organized in a group, and have a plot of land that they legally own, they may still face a number of other restrictions such as limited access to agricultural credit, extension services, improved seed varieties, machinery and technology. Knowledge of these limits and restrictions, and solutions on how to accommodate or lift the restrictions is needed to help women reach their full economic potential.

For more information on how to improve opportunities for women farmers in Africa, see this World Bank report[70].

Considerations for Projects Involving Ownership and Management of Livestock

In many countries, women provide much of the labor and time for livestock tasks but are denied ownership rights, particularly for large stock such as cattle and camels. Women tend to have particularly limited decision-making power regarding when to buy and sell livestock, and for what price. If a project is recommending a livestock-based product (milk, meat, etc.) for private sector development, the project leaders should highlight how their implementation plan will help to ensure that the income earned is not removed from women's control and/or that the nutrition from the animal-based product is not removed from women's/children's diets. The latter may require the promotion of nutrition and health behavior change communications conveying the nutritional value of these products for family members (men, women, infants and children).

What about Pastoralists?

In pastoralist communities, the gendered dynamics and negotiations that take place concerning livestock as a part of the household enterprise often differ from those of sedentary communities. To learn more about this topic, read this working paper[71] about women, men, children and livestock in Niger's pastoralist Ful'be community.

Land O'Lakes' Mozambique Gender Project

Through Mozambique GAAP, Land O'Lakes partnered with ILRI and IFPRI to examine the differences in livestock ownership and management between men and women, including identifying instances of joint ownership and the impacts of these varying practices. More information on these figures and outcomes can be found in this presentation[72]. A presentation on the methodologies used and outcomes achieved under GAAP can be found here[73].

Livestock Production, Gender and Project Design

For more information on gendered aspects of livestock production, ownership and management, review this document[74] from FAO. For guidance on designing livestock projects that address gender-related needs and constraints, consult these techniques and tools[75] from the World Bank and this paper[76] produced by the International Fund for Agricultural Development (IFAD). For a checklist on integrating gender issues into livestock projects, refer to this FAO booklet[76].

Consideration for Projects with a Focus on Health and Nutrition

Led by UN institutions such as FAO and the World Bank, numerous research institutions and donors regard women as the nexus between agriculture, nutrition and health. Taking different gender roles into account during project design can assist in tackling inequalities that affect nutritional status. Women, girls, men, and boys have physiologically different nutritional requirements. Additionally, they are often subject to different socio-cultural expectations that put them at different risks for becoming malnourished. Incorporating gender-sensitive actions as part of nutrition program design can aid in accounting for these social and biological differences and ensure that activities to reduce under-nutrition achieve their maximum effectiveness.

Gender Influences on Nutrition

Women are usually targeted for nutritional and health interventions because they often play a central role in the well-being of other household members. In the smallholder household, women of reproductive age, particularly those who are pregnant or lactating, have increased physiological requirements for key micronutrients such as iron and folic acid. Without proper diets, women are more likely to become undernourished. This can reduce their work capacity, escalate their risk of complications and death during childbirth, and increase their likelihood of having low birth weight babies who are in turn at heightened risk for undernourishment and poor development during infancy and childhood. Additionally, lack of proper nutrients during lactation leaves a woman at a disadvantage during future pregnancies.

Women are generally the primary caretakers for young children and so are the ones charged with ensuring these children are fed adequately, safely and appropriately. Research conducted by FAO[78] and IFPRI[79] has revealed that there is a strong association between women's income and child health and nutritional status.

Women's Empowerment and Nutrition

Although an increase in women's income is strongly associated with improvements in child nutrition, health, and education, women often have fewer resources and less decision-making power within the household. The degree to which a woman can access medical treatment and services for her children depends on her level of household bargaining power and resource access (particularly financial access). When their own resources are sufficient, women have been found to actively provide care and treatment for their children. However, if larger budgets are required, then women's ability to influence other household decision-makers – such as spouses and grandparents via intra-household bargaining – is important.

For further information, see this presentation[80] on how empowering women in agriculture can support nutritional gain. This FAO report[81]

discusses the success of the Gender Informed Nutrition and Agriculture (GINA) Alliance pilot, a nutritional model with a gender focus that led to an increase in consumption of nutritious foods and income and is now being scaled up by USAID.

This World Bank research paper[82] looks at household gender inequality and nutrient allocation in Bangladesh. It shows that, when headed by women, these households may use a greater portion of their resources on health and nutrition; however, these female-headed households may have lower income levels on average, depending on the context. This research is complemented by this academic paper[83] that analyzes how women's bargaining power affects child nutrition, with evidence from rural Senegal.

Gender, Labor and Child Health

Division of labor, which is influenced by cultural, social, and economic norms and values, determines the type of work men and women do. It can result in men playing less of a role in childcare and women becoming overburdened with both productive and reproductive roles. In the dual role of caretaker and producer/farmer, women can experience time constraints or "time poverty" that can cause them to reduce healthy behaviors, including seeking treatment for child illnesses and adhering to appropriate child feeding practices. For further reading on time use and gender in Sub- Saharan Africa, read this World Bank working paper[84].

In addition, the incidence of women gaining income through participation in paid labor has significant positive effects on child health. However, these can be countered by women's inability to obtain appropriate childcare or substitute caregivers. In many situations, there are indications that men are not the best alternative childcare providers, since they have other duties. In many cases, childcare is therefore assigned to older children, who are not necessarily well-equipped to fulfill child-rearing responsibilities.

Men's Role in Household Health and Nutrition

Evidence on the role of men in childcare is limited. However, there is potential for the involvement of men to have positive outcomes on child health and development. It is essential to find ways to encourage men to become more actively involved in child health. Men are a part of the network of care within households, and influence child health and nutritional status.

Gender Influences on Child Survival, Health and Nutrition

The United Nation's Children's Fund (UNICEF), in partnership with the Liverpool School of Tropical Medicine, conducted a thorough assessment of this topic. You can review the full assessment here[85].

Why are women in a unique position to reduce household malnutrition? Read FAO's facts and strategies about this topic here[86], IFPRI's findings here[87].

How to Involve Men?

Click here[88] to see an example from Ethiopia, in which television programming and traditional singing styles are used to convey the message that a father can achieve his desire for smart, strong children by providing home-raised animal source foods such as eggs, milk, and meat to his family, rather than selling these products at the market.

Learning more from projects that have specifically focused on using men as influencers to improve maternal health and child nutrition is also recommended. Presentations and additional information on these projects can be found here[89]. Go to this same link[90] to participate in the Food Security and Nutrition Network's ongoing online discussion about engaging men as influencers to improve maternal nutrition and infant and young child feeding practices.

Case Study: Beyond Mother Care Groups: Engaging Fathers and Grandmothers in Reproductive, Maternal and Child Health and Nutrition (RMCHN)

PCI's Care Group Trios in Bangladesh — Contributed by: PCI staff

PCI developed a gender-responsive approach to the Care Group model for the implementation of its USAID funded, Title II DFAP program with ACDI/VOCA in Bangladesh. During the design of Program for Strengthening Households Access to Resources (PROSHAR), PCI found that 48 percent of rural men decide how much to spend on food (compared to five percent of women) and 45 percent alone decide what food is purchased (compared to five percent of women). In practice, rural men are the primary purchasers of food in the market and more than a third are the primary decision-makers with regard to women's health care[91]. Rural Bangladeshi men overwhelmingly control household expenditures. Importantly, the role of the grandmother on childrearing and feeding practices is referenced in almost every document on health behavior in Bangladesh, highlighting an overwhelming need and opportunity to engage grandmothers (primarily paternal) for improved RMCHN outcomes.

In recognition of these household-level decision-making dynamics, PCI introduced a modified version of the care group model in Bangladesh: *Care Group Trios*, which incorporates the three principle stakeholders in health care and nutrition decisions: mothers, fathers and grandmothers. The three groups meet both individually and jointly to discuss critical health and nutrition issues. Joint sessions are used to reinforce and create a common understanding of important health behaviors while separate sessions target each group based on their unique roles, talents, and opportunities for influencing positive health and nutrition behaviors.

PCI is in the process of designing an in-depth study of the Trios approach to better understand and document the impact of both the grandmother and father groups into the overall mother care group model, however preliminary findings from the father groups reveal:

- Father-group participants noted feeling more supportive of their wives, more engaged and sensitive to the needs of their children and a greater sense of responsibility for the health and wellbeing of their families, such as saving money for health and nutrition needs and the purchase of nutritious food.
- Quality counseling to improve child care and feeding requires time and involvement of all family. For example, including fathers and grandmothers in counseling sessions with the mothers is associated with higher rates of change in optimal complementary feeding of children.
- "Knowledge" messages are not enough to change negative RMCHN-related behaviors for the Trios groups - there must be multiple opportunities to practice the desired behavior, in addition to consistent peer group support to maintain the behaviors.
- PCI's *Care Group Trios* approach is a "promising practice" that seems to be making a significant difference in changing behaviors among pregnant and lactating women and their family members, through strategic engagement of both men and women. The role of grandmother groups, as well as the mother groups are crucial to the overall impact of the Trios approach, however PCI has drawn out the following indicators that suggest father-engagement in the health and nutrition of the family is essential to achieving sustainable impact:

Indicator	Baseline	Annual Survey 2014	Findings from the Father Group Participants
Three or more ANC visits during last pregnancy	32.3 %	95.2 %	Understanding the importance of these visits, husbands are accompanying wives to the visits or managing the household work so that wives can make the time to go. This is an increase of 195%.
Day time rest during pregnancy	29.4 %	97.6 %	Husbands are working together with other household members to manage the work load so that pregnant women can take rest during the day. This is an increase of 232%.
Exclusive breastfeeding	41.4%	81.9%	Like in the example above, husbands are working together with other household members to manage the work load so that women can breastfeed on demand. This is an increase of 98%.
Hand washing stations available in household	23%	84.0%	Husbands are directly involved in establishing and maintaining hand washing stations. This is an increase of 266%.
Care seeking practices for childhood illness	37%	66.7%	Husbands are now more proactive in seeking health services for their children and are also allowing mothers to make the decision to take their child to the clinic when they are absent. This is an increase of 80%.

Chanchala Mondol (Mother Leader), feeds her child, Orni (24 months), while her husband and the child's father, Narayan Mondol, demonstrates active feeding by playing with the child.

Case Study: Improving Nutritional Status of Women and Children by Engaging Men

Contributed by: Adriane Seibert, Save the Children

Ecole de Mari, or model husband schools, are a programmatic approach used in the Save the Children's Livelihoods, Agriculture and Health Interventions in Action (LAHIA) project in Niger, West Africa, implemented in partnership with World Vision International with USAID funds. The Ecole de Mari aims to increase male involvement in health and nutrition activities and emphasizes healthy timing and spacing of pregnancies (HTSP).

Save the Children found that men who participate in Ecole de Mari are more likely to discuss healthcare and nutrition with their wives and peers and to actively support their spouses. They are recognized as model husbands and role models within their communities when they accompany their wives and children to health facilities, advocate for improvements in the delivery of health services, and contribute time, labor and resources to the rehabilitation or construction of maternity wards, latrines, or other public facilities. Due to Ecole de Mari, these men are positioned to encourage their peers to be active and conscientious husbands and fathers.

Recommendations

Save the Children recommends the following resources from TOPS, Strengthening Partnerships, Results, Innovations for Nutrition Globally (SPRING) and USAID Webinar Series relating to food security and nutrition:

- Empowering Women in Agriculture: Maximizing Nutrition Gain[92]
- Empowering Women in Agriculture: Strengthening Production and Dietary Diversity to Improve Nutrition[93]
- Engaging Men and Boys in Food and Nutrition Security: The Hidden Half of Gender Equality Programming[94]
- Finally, this useful article[95] from IFPRI indicates how women's autonomy in agricultural production is positively associated with improvements in maternal and child outcomes.

Likewise, household decision making and the control and use of resources are key themes in Save the Children's Nutrition and Hygiene project, implemented in partnership with SNV with funding from USAID. The project is implemented in the Sikasso Region of Mali, considered the country's breadbasket, where most women engage in the production and sale of agricultural produce. Through the project's Farmer Field Schools (FFS), men and women learn techniques to boost agricultural production and capitalize on their investments. FFS participants are also encouraged to discuss the management of household resources and to make informed and sometimes joint decisions. Women are empowered to reserve nutritious crops for household consumption, dedicate income for prioritized expenditures, and to manage their time and energy so that they can ensure the optimal feeding and care of children.

Photo credits: Adriane Seibert, Save the Children

Elements of Successful Gender-Sensitive Nutrition Programs

Although there are few studies on gender-sensitive interventions aimed at addressing health, nutrition, and young child survival, the following elements can assist in successful project design:

- Conduct gender analyses along with regular health and nutrition analyses to improve understanding of the context and develop appropriate actions to address underlying inequities that present barriers to program success or participation. Useful information to collect includes nutritional needs, cooking skills and degree of resource control of women, girls, men and boys.
- Build on women's traditional roles as providers of food and care within the household.
- Address constraints on women's access to land and credit.
- Increase women's involvement in farmer associations and/or work with separate male and female associations to ensure that women have more control in choice of crop and production strategies.
- Ensure childcare services are provided for mothers who are participating in microcredit schemes that potentially increase demands for their time.
- Include home visits in nutrition and health interventions which can remove cost and time barriers associated with travel to and from health facilities.
- Interventions which aim to improve women's financial access, such as cash transfers or microcredit schemes, should be planned carefully and monitored closely to avoid negative consequences (i.e., gender-based violence) and the reinforcement of gender norms (i.e., men shifting financial responsibility of the household to women or taking control of the income earned by women).
- Promote the participation of microcredit clients in health and nutrition education components, which will increase their ability to act on the information that was communicated.
- Monitor, evaluate and document health and nutrition interventions that include actions aimed at improving gender equity.
- Include men in nutrition education to emphasize possible roles they can play in childcare and household health and well-being. Equal numbers of men and women should be trained on nutrition and gender, and should be employed as community nutrition/health workers or volunteers.
- Encourage homestead garden production of vegetable and ownership of small livestock, so that women can improve asset control while staying close to home where they can fulfill their domestic and childcare responsibilities.
- Include nutrition education and behavior change messages related to targeting household resources to ensure well-being of vulnerable household members.

- Ensure that attempts to link smallholders to the market take into account intra-household labor allocation and decision-making. For example, ensure that women are properly compensated for their labor, promote gender-friendly enterprises, and increase women's involvement in farmer associations or promote separate male and female farmer associations.
- Use mobile payment systems to ensure that women receive payments for production directly and do not have to depend on men to collect income.
- Identify gender constraints – such as affordability and communication – that prevent women or poor producers from adopting biosafety standards that would make their products more marketable, and work to overcome those constraints.

Gender and Health: What Does the Data Say?

In May 2013, *The Lancet* published an article entitled "Gender and Global Health: Evidence, Policy and Inconvenient Truth." The article, which can be accessed here[96], surveys the evidence for the role of gender in health status, analyzes responses to gender by key global health actors, and proposes strategies for mainstreaming gender-related evidence into policies and programs.

How are Microcredit and Nutrition Related?

Learn more by watching this video[97] about a microcredit nutrition education project in Ghana.

Interagency Gender Working Group (IGWG) Gender and Health Toolkit

Designed by FHI360 and USAID, the IGWG Gender and Health Toolkit[98] provides access to an important collection of tools to assist in integrating a gender perspective in the design, implementation, and monitoring and evaluation of programs and policies across different areas of health.

Donors, Gender and Nutrition

Learn about the Gates Foundation's approach to women, agriculture, health and nutrition by reviewing this presentation[99].

Read about what USAID is doing to improve the health of women and young children here[100].

Considerations for Projects Involving Access to Technology

Technology can be an important component of any project that involves women. Women have traditionally been unable to access technologies that could save them time and money in agricultural, dairy and livestock pursuits. While many technologies have been designed by men for men, there is growing awareness that women need technologies that are specifically suited to their needs as well. Women generally have less access to tools and machinery, fertilizers, pest control, improved plant varieties and animal breeds. In addition, women have less access to extension services, training such as Farmer Field Schools and management approaches.

According to this article[101] from FAO, simple technologies such as village water sources and fuel-efficient stoves could greatly reduce the time spent on water and firewood collection, tasks generally carried out by women and girls. Further, technologies such as mobile phones and prepaid cards would allow women access to capital in areas where their mobility is restricted or household duties and child care keep them close to home. In countries such as Kenya, India, and Brazil, banking institutions are increasingly reaching rural customers by partnering with stores, post offices and mobile service providers. This allows people living in rural areas the ability to make payments or transfer funds without traveling long distances to do so.

In Tanzania, the USAID-funded Innovations in Gender Equality (IGE) program works with farmers to develop technologies to help address the challenges they face. There is a particular focus on supporting women to develop technologies that can assist them in their daily agricultural tasks.

Case Study:
Bringing Innovation to a Nutritious Snack

Contributed by: Land O'Lakes International Development

Habiba Njaa and Arafa Mwigiliera knew life experiences were the best teacher. When it came to shelling groundnuts, they were ready to advance to the next level. The pair hailed from Mwaya Village in southern Tanzania's Ulanga District – a village known for producing the hard-shelled fruit. They were experts, but there was a catch: Habiba and Arafa were grinding nuts with their bare hands because they did not have access to the equipment that would enable them to do otherwise.

"It was a very tedious and boring activity; you have to sit down all day long shelling groundnuts," Habiba explained.

She took Arafa to workshops hosted by the Innovations in Gender Equality to Promote Household Food Security program, a two-year program funded by USAID and implemented by Land O'Lakes International Development.

While there, they participated in community-centered technology design trainings for smallholder farmers, the majority of whom are women. They developed prototypes in group settings and received in-depth coaching from MIT D-Lab trainers. Together with three other group members, Habiba and Arafa created a new technology that can shell up to 20 kg (44 lbs) of groundnuts in just five minutes – an amount of work that used to take an entire day when shelled by hand.

> *"Shelling groundnuts was regarded as a women's task. But not with this new innovation, we are working together with our husbands..."*
>
> *— Habiba Njaa, Innovator*

It is a simple, yet innovative idea: train rural people how to develop simple technologies by using low-cost, locally available materials. Give them the skills, networks, resources, and decision-making power needed to complete critical tasks, and they will solve their own problems.

"I used to shell 100 kg (220 lbs) bag of groundnuts for five days. Now, with this machine, I can spend just 30 minutes to shell 100 kg of groundnuts," Habibi boasts. Even her spouse is getting in on the action. "It's amazing! There was no way my husband could sit down for more than three hours help shelling groundnuts. Shelling groundnuts was regarded as a women's task. But now with this new innovation, we are now working together with our husbands in shelling groundnuts, since it is just a few minutes' work."

More information on IGE and how technology is transforming communities can be found here[102].

Case Study:
The Story of Haby Sy, Malian Entrepreneur

Contributed by: Pietronella van den Oever, PTF

The first thing I see upon entering Haby Sy's courtyard is a small bottle of lemonade called "Nectar de baobab." The label reads: "Manufactured by the Socio-economic Development Association of Women and Young People," and showcases Haby's telephone number and e-mail address. Haby's small enterprise is a mixture of production cooperative and community development organization.

In the course of production activities, Haby teaches functional literacy and numeracy to women and young people, as well as the basics of civic education, in particular the content of legal texts as they pertain to civil rights, and the status of women. During election periods she is actively engaged in familiarizing women and young people of both sexes with the political process, explaining the various agendas of the respective candidates and encouraging the members of her group to vote.

At the time of my visit, Haby is busy preparing for a trip to Senegal for an international conference on African women's economic activities. She and her fellow Malian women who are attending the conference will be traveling by road in a small bus, accompanied by a truck full of processed agricultural products. Experience has taught Haby that the products of her association will sell rapidly in this type of international gathering.

Haby specializes in processing local cereals such as millet, fonio, and sorghum, and she manages to manufacture at least ten varieties of products that look and taste like sophisticated breakfast cereals. She learned the specific skills needed to manufacture these products in a 45 day training course for small enterprises, organized in Mali by the UN International Labor Office over 20 years ago, and she now teaches these skills to community members. Haby shows me with great pride the technical innovations such as various types of gas and air dryers that are used to dry cereals. Local artisans manufacture and repair the equipment she uses for her business, and they often create innovative new designs upon her specifications.

Photo credit:
Pietronella van den Oever, PTF

Considerations for Projects Involving Economic Empowerment

Women's economic empowerment can have a long term, positive impact on a household's food security and nutrition status. Utilizing and accessing resources, however, can prove challenging when this access is hindered by culture and local policy. Interventions encouraging women's entrepreneurship and facilitating skill sets necessary to do so, such as business planning, can inspire innovative ideas that can increase income. Likewise, encouraging equitable household decision making around finances can serve as an important first step in bridging gaps in economic access. The below resources provide more context on the status of women's economic empowerment as well as tools to inform development programs.

- World Bank Policy Research Paper: Promoting Women's Economic Empowerment: What Works?[103]
- ACDI/VOCA and MEDA Training Materials: Integrating Gender and Including Women in Value Chain Development[104]
- UN Women: Knowledge Gateway for Women's Economic Empowerment[105]
- The SEEP Network: Women's Economic Empowerment Working Group[106]
- World Economic Forum: Women's Empowerment: Measuring the Global Gender Gap[107]
- The Donor Committee for Enterprise Development: Women's Economic Empowerment[108]

Women and Access to Finance

One of the biggest obstacles to women engaging in agriculture's private sector is their limited collateral, and thereby, limited access to finance. Read this 2011 report[109], jointly produced by the Global Partnership for Financial Inclusion and International Finance Corporation (GPFI), to learn more about opportunities for increasing women's entrepreneurship and access to finance.

Some evidence-based research on savings groups:

- Poverty Outreach in Fee-for-Service Savings Groups[110]
- Group Performance in Fee-for-Service Savings Groups[111]
- Evaluation of Household Impact Among Fee-for-Service Savings Groups[112]

Case Study: Integrating Social and Economic Empowerment of Women

Contributed by: PCI's Women Empowered Initiative Staff

PCI's Theory of Transformation

At PCI, gender equity is part of a broader focus on inclusion and overcoming marginalization. Building upon PCI's experience with village savings and loan (VSL) efforts in its HIV/OVC programing in Ethiopia and Zambia, and with private financial support, the organization has prioritized women's economic and social empowerment as a key element of its overall theory of transformation across all of its programs and sectors, building on the inherent abilities of women to function as agents of transformation at household and community levels.

More than Microfinance

The WE model combines savings-led microfinance with empowering elements that encourage human and social capital development-including rotational leadership, social issue discussions, group self-determination, goal setting, and group action-planning.

PCI's Women Empowered Initiative

The Women Empowered (WE) Initiative is an unprecedented effort to incorporate and measure the empowerment of women and its role in social advocacy and collective action. The WE Initiative is a savings-led microfinance program that strategically integrates economic, human, and social capital development programming to increase women's self-efficacy, unleashing their "sense of the possible," and enabling women to live healthy and productive lives.

WE groups combine proven VSL activities with human and social capital building techniques, such as individual leadership training and group action-planning around critical community issues. PCI's WE model minimizes disproportionate financial risk by offering participants the opportunity to access capital and generate income without involving repayment of excessive interest rates to an external entity. Rather, the women's own savings constitute the available loan base and under the WE model of self-determination, each group sets their own interest rates and repayment procedures. The self-management of each group allows members to determine the most appropriate savings amount and loan sizes for their group.

Additionally, PCI's WE model creates not only financially "literate" participants through financial education, but creates financially "capable" participants by cultivating the accompanying human and social capital that is necessary for members to productively apply their financial literacy to fruitful income earning opportunities. The WE Initiative's human and social capital development includes a focus on developing participants' self-efficacy through activities such as action-planning, goal-setting,and public speaking.

Unlike traditional microfinance groups, WE participants rotate group leadership which entails managing meetings, developing agendas, and leading discussions. Through rotational leadership and self-governance strategies, PCI's WE Initiative model places equal emphasis on increasing the participants' access to economic activities, as well as developing their "human and social" capital – the sustained ability to recognize opportunities for individual improvements and broader positive changes in their families and communities.

Microlending	Village Savings & Loans (VSL)	PCI's Women Empowered
> Numberacy Skills > Access to Capital	> Numberacy Skills > Access to Capital	> Numberacy Skills > Access to Capital
	> Savings-led approach > Improved financial literacy > Group cohesion	> Savings-led approach > Improved financial literacy > Group cohesion
		> Group self-determination > Rotational leadership > Social issue discussions > Group action-planning > Cluster-level associations > Integrated programming > Impact Measurement

Measuring Impact

To measure the actual impact of the WE Initiative on the lives of participants, PCI rigorously monitors and evaluates using the *Lives Changed Indices* (LCI) – a multi-dimensional survey tool that is raising the bar for measuring social impact. The tool is used to assess the life-changing impact of its programs at the individual-level, in addition to tracking standard indicators from the village savings and loan group-level data. The LCI measures the impact of PCI's work across a broad spectrum of social, behavioral, and economic characteristics that are identified by experts in the field as associated with improvements in quality of life and women's empowerment. The LCI tool is composed of seven modules: (1) poverty, (2) education (3) food security, (4) social capital, (5) household expenditure and savings, (6) health and (7) gender equity.

Promising Practice

The WE Initiative is integrated into 26 PCI programs throughout the world targeting HIV/AIDS prevention, food security, family health, and sanitation. PCI's first ever Congressional Briefing spotlighting WE was held in May 2015, in partnership with Save the Children, the World Bank, the SEEP Network and others, to raise the importance and challenges of "measuring the hard to measure" related to gender, voice, agency, and social as well as economic empowerment. PCI has continued to be a thought leader in this area, including its work under the Bill and Melinda Gates funded program (Parivartan) in Bihar, India and collaboration with the World Bank and California-based universities on a West Coast Launch of the World Bank's Voice and Agency Report. For more information: PCI's WE Website[113]

Results in Malawi

In Malawi, the WE model was integrated into a food security program from September 2012 to August 2014. 1,293 WE groups were formed, with a total of 27,282 members. There was an 8 percent decrease in the percentage of women living in extreme poverty (less than $1.25/day as defined by USAID). Although overall food insecurity was low for the members, they still saw a significant 4 point decrease in food insecurity LCI scores. At the end of the program, members reported that 69 percent experienced decreases in household violence and 98 percent saw increased independence in the household as a result of participating in the WE Initiative. Additionally, they reported that 96 percent felt the WE groups work together to change things that are wrong in their communities, and 93 percent believed their WE group had the power to influence community decision-making.

While these are preliminary results, they echo results from pilots in Guatemala and Ethiopia and suggest that the WE Initiative has the potential to increase social and human capital while providing the economic security and support necessary to increase family food security among other components of poverty alleviation.

Considerations for Projects in Post-Conflict Areas

For projects in post-conflict areas, detailed desk research as well as field research and assessment is essential in order to understand the layers of conflict that characterize the area where project implementation is about to begin. As part of this process, it is important to work to understand how conflict has affected local gender dynamics, for both project staff and project stakeholders, and how these dynamics may affect project implementation. For example, a common outcome of conflict is a spike in the prevalence of community members, particularly women affected by HIV/AIDS. In these situations, it is important to ensure that well-intentioned project activities do not create a negative stigma for People Living with HIV/AIDS (PLHIV).

HIV/AIDS, Gender and Conflict: What's the Relationship?

Learn more by reading fact sheets[114] and information bulletins[115] on this topic produced by the Joint United Nations Program on HIV/AIDS (UNAIDS).

Connecting PLHIV with Income Generating Activities in Ethiopia

Through the Ethiopia Dairy Development Program (EDDP), which was funded by USAID and PEPFAR, Land O'Lakes supported 33,850 smallholder dairy farmers and increased their dairy-related incomes by 60 percent. From 2005-11, this program organized farmers into producer organizations and strengthened existing cooperatives, while focusing on PLHIV and supported associations that could provide them with dairy-based livelihoods. Over 11,000 PLHIV received training in dairy income generating activities. Our technical approach involved sensitizing cooperatives and communities to the issues of PLHIV before and as businesses opened. Doing so reduced the stigma for those associated with the project. For more information, read a success story[116] about how PLHIV associations expanded their livelihoods through dairy.

Considerations for Projects with a Focus on Environmental Stewardship and Sustainability

Gender and Environmental Impacts

Because women play a primary role in both natural resource management and in family care management, they are key players in environmental stewardship and sustainability. These roles also cause women to bear the greatest burdens of climate change, primarily through increased labor: walking greater distances to fetch water, working harder in the field because of changing weather patterns, and developing diverse coping strategies for feeding their families as the incidence of crop failure rises are just a few examples of how this plays out in women's lives.

To truly capture and address environmental impacts, such as how conflict over natural resources differently affects men and women, comprehensive environmental reports are required. In the case of some donor-funded projects, such as projects funded by USAID, using Environmental Mitigation and Monitoring Plans (EMMPs) is mandated; these EMPPs assist in obtaining some of the information needed to have a full picture of environmental impacts related to project activities. EMMPs can be bolstered by internal organizational initiatives that aim to promote environmental stewardship in all projects, regardless of donor requirements.

What Can Your Organization Do to Promote Environmental Stewardship in All Projects?

There are many initiatives that can be taken! You can start an Environmental Stewardship Task Force, as a means of engaging staff worldwide, fostering learning and exchange, and raising organizational awareness about this topic. Additionally, you can develop environment-focused indicators and metrics, and integrate them into all of your organizations current and upcoming projects.

How Can We Monitor Gender Equality and Women's Empowerment in the Environmental Context?

The Environment and Gender Index (EGI)[117] provides the comprehensive quantitative data on how nations are translating gender and environment mandates into national policy and planning.

How Does Climate Change Affect Nutritional Outcomes for Men, Women and Households, Particularly in Livestock communities?

Read this report[118], which uses gender as a framework for discussion, to learn more.

Want to Use a Gender Lens to Analyze Farmer Adaptation to Climate Change?

Use this CGIAR study[119], completed in Uganda, as an informative guide.

Chapter 4

Strengthen Capacity, Capture Progress and Communicate Results

dTS' Organizational Gender Assessment

Contributed by: Nicole Zdrojewski, dTS

dTS' Organizational Gender Assessment is used to analyze and rate the level to which an organization has integrated gender-sensitivity in its systems, processes and programming. Following this analysis, a participatory strategic planning process is facilitated through which a gender strategy is developed building on organizational strengths. The strategy lays out how an organization will mainstream a gender-sensitive approach to operations and integrate attention to gender issues in programs and services it provides. Key to the successful use of the OGA is the development of a theory of change that maps how transformation occurs across four dimensions:

- Political Will
- Technical Capacity
- Accountability
- Organizational Culture.

All four components need to be strengthened in order to develop sustained institutional capacity for gender mainstreaming. There are three stages of an OGA and all are participatory including staff, partners and stakeholders:

Stage 1: Data collection
Stage 2: Organizational self-assessment
Stage 3: Action planning for programming and operations.

Creating a gender action plan is instrumental for moving beyond assessment to action on gender integration. Plans lay out the steps an organization will take to become more gender-sensitive, including adopting a gender policy, retaining a gender specialist, and training staff on gender-sensitive research, analysis and implementation.

Staff Training on Gender Requirements and Approaches

A key component of successfully integrating gender into development programs is ensuring that all staff (not just project designers and proposal writers) are informed about gender-sensitive approaches and that they are trained to apply them during the life of the project. It is also important that staff are aware of donor-mandated gender requirements. All program operations staff and budgeters should be familiar with the USAID operational policies, Automated Directives System (ADS) requirements, indicators, and be able to provide quality control and oversight to projects that target gender considerations. Technical managers and Chiefs of Party/Country Directors should serve as resources to operations staff as needed. Contracts and compliance staff should be familiar with USAID policies, as well as specific contract requirements that address donor gender policies. Communications staff should highlight gender in both internal and external publications and, when possible, emphasize how projects are responding to donor requirements and promoted approaches. Recruitment staff should include prior gender experience as a part of candidate selection criteria, and work to ensure that all projects and teams undergo gender-sensitive hiring processes. As stated in the Cost Proposal section on page 30, project/field staff should undergo gender training ideally during the first few months of project start-up. Depending on staff needs and project resources, this training can be facilitated by a local gender consultant or by an organization's in-house gender expert.

Gender Working Groups

Like many development and relief organizations, Land O'Lakes International Development, formed a GTF to provide a venue for staff from all projects and from headquarters to learn and exchange ideas with one another. Organization-wide gender-focused groups like this form a strong internal network for an organization, and can also serve as a body for galvanizing action, as well as for representing an organization externally and forming new partnerships. If your organization doesn't have a gender task force or working group, what would it take to start one? Think about the leadership, staff buy-in, and time that would be required to make the group a success, and think about what initial goals of the group might be.

Staff Training: An Overview from Cultural Practice

Contributed by: Cristina Manfre, Cultural Practice

Gender integration requires both a programmatic and management understanding of how programs can be designed, implemented, and managed to maximize the benefits for both men and women. Capacity building efforts, including but not limited to training on gender issues, are an important part of most gender integration efforts. Building staff capacity is important because it:

- Allows staff to share a common understanding of concepts and issues.
- Informs staff of donor requirements to support gender equality.
- Improves the quality of new proposals.
- Leads to better development outcomes for project stakeholders, and especially for women.

Tailoring Training for Different Audiences

Before deciding on the content of a gender integration training, it is important to consider who the audience for the training is. Not everyone in the organization needs to know the same thing about gender issues and tailoring capacity building efforts to different units in an organization can help to make the job of integrating gender into the program cycle more effective. The table below offers recommendations for what gender integration subject areas different organizational units may need.

Table: Gender Integration Needs for Different Staff:

Organizational Units	Relevant Gender Integration Subject Areas
Technical Operation	> Gender issues and concepts > Gender integration across the program cycle > Gender analysis methods and approaches > Gender issues in specific sectors > Gender-responsive monitoring and evaluation
Program Management	> Gender issues and concepts > Managing gender integration > Gender integration across the program cycle > Donor requirements on gender
New Business	> Gender issues and concepts > Developing gender-integrated proposals > Donor requirements on gender
Finance, Contracts and Administration	> Gender issues and concepts > Managing gender integration > Donor requirements on gender

In general it is recommended that all staff participate in an introduction to gender issues and concepts. This helps, as mentioned at the start of this section, to build a common understanding of what gender integration means. Beyond that it is important to consider whether staff will need a technical response to gender issues or a management response:

- A **technical response** would require developing training modules that build gender analysis skills, introduce gender issues in specific sectors, and support the development of gender-responsive activities and indicators.
- A **management response** considers issues like internal advocacy, leadership, resources (human and financial), and resistance among staff. It will examine the program development process and identify incentives for staff to address gender issues.

Most program staff should receive training that provides them with the technical knowledge and skills, as well as the management tools to ensure that gender issues are adequately addressed. Senior leadership, Chiefs of Party, or Country Directors may need more management tools than technical skills, while Program Managers and Monitoring and Evaluation staff will need the technical know-how. In many organizations, staff play multiple roles and there may not be a clear separation between these different elements. Many Program Managers provide input into proposal development and also manage staff. While the current energy around gender equality will catalyze gender integration training efforts, it is important to avoid a certain amount of fatigue and being deliberate about training efforts and tailoring them to different audiences can help to sustain attention.

Gender Integration Training Modules

Gender training often includes a range of modules that introduce participants to the concepts and definitions. The table on the previous page lists different kinds of training needs that can also be considered modules. Below is a description of what these modules or themes entail.

- **Gender issues and concepts.** These modules introduce the definition of key concepts, like gender, sex, gender roles, gender relations, gender equality and gender equity. The purpose of the module is to provide participants with a common language for understanding what gender integration is. It is often useful to include exercises in this module that allow participants to reflect on their own lives and how gender roles have shaped their lives. Making it personal allows participants to understand that gender issues are not just relevant to stakeholders but to them.
- **Gender integration across the program cycle.** This topic is often made up of separate modules that examine each of the stages of the program cycle to identify entry points and actions for when staff need to consider gender issues. It can start either with the design of a project or with project start up, as relevant. It often focuses on providing staff with checklists, tools, and other resources to allow them to address technical and management issues related to gender integration. Depending on the organization, there may be the need to further tailor these themes for specific technical staff, for example for staff involved in monitoring and evaluation.
- **Gender analysis methods and approaches.** There are a number of gender analysis frameworks and approaches. It can often be difficult for staff to understand how to approach gender issues analytically and they need both the tools and experience using the tools to help them understand how gender analysis is conducted. These modules should include exercises, possibly with a case study, so that participants can gain experience with gender analysis. Trainings often focus on gender analysis as part of the design process, but analytical efforts are also required at other

Online Gender Training Resources

- Gender 101: Gender Equality at USAID[120]. This course introduces the USAID Gender Equality and Female Empowerment policy and can be used to help staff understand USAID's expectations for gender integration.
- Gender Equality eLearning Program[121]. UNESCO developed this six module course to improve staff's knowledge of gender equality. The interactive online training contains quizzes and links to additional resources. Each module takes about 15 minutes to complete.
- Gender in Agriculture E-Learning Course[122]. This 17-module course adapts the material from the World Bank's Gender in Agriculture Sourcebook (2008) and provides an opportunity for participants to gain a deeper understanding of critical gender issues in agriculture. Each module ranges from about 45 minutes to about one and a half hours and includes interactive elements.
- Gender in Food and Nutrition Security[123]. This 14-hour self-paced course provides guidance on designing and implementing gender-responsive policies and programs. It consists of three modules covering topics such as gender concepts and principles, gender in food and nutrition security policy and legislation and gender in food and nutrition security programming.
- IFPRI Gender Seminars[124]. IFPRI regularly conducts gender methods seminars to help staff understand how to use different gender analysis methods in research.

stages of the program cycle, for example to monitor progress of the project, and it may be useful to consider developing analytical exercises for different stages of the program cycle.

- **Gender issues in specific sectors or countries.** Depending on the project or organization it may be necessary to conduct a deep dive into gender issues in a specific sector or country. Modules that examine gender issues in specific sectors or countries draw from data and evidence about health, agriculture, gender-based violence or other thematic areas. They are also often tailored to orient participants to the issues in specific countries because gender issues are if nothing else, context specific!
- **Managing gender integration.** Often an overlooked element of gender integration, managing the gender integration process can be difficult. This module examines the process of gender integration. It would focus less on the technical aspects of integration, instead emphasizing how to create the right incentives for staff to pay attention to gender issues, how to manage resistance to gender equality, and how to build and sustain resources and attention to gender issues. This module is about managing an organizational change process.
- **Donor requirements on gender.** Increasingly donors are developing policies and requirements related to gender equality and women's empowerment. Understanding these requirements is important to ensuring that projects adequately meet quality criteria and respond to donor expectations. This information is especially important for Chiefs of Party and Country Directors, as well as contracts and compliance staff.
- **Developing gender-integrated proposals.** New business development teams often need technical understanding of how to address gender issues in the design phase of a proposal. Training that focuses on this thematic topic should help staff move beyond a simple "gender integration paragraph" to more meaningfully creating a response to a proposal that demonstrates understanding of the local context and identifies a strategy for addressing key constraints. It should focus

on helping staff understand where to find gender-related data and information, identify local organizations with gender integration capacity, and recruit staff with gender expertise (either for a gender specialist position or as a requirement to other positions, i.e., Chief of Party).

Many organizations have a basic set of gender integration modules and there are many organizations that have significant expertise in developing gender integration training. There is also a growing library of online training resources that can be used to either inform the development of training or be integrated into training. The box on the previous page provides examples of some of these resources.

Other Considerations

- **Timing of training.** Building staff capacity is an ongoing process. Learning a new skill often requires practice and repeated interaction with the subject matter. This is challenging for gender specialists as many staff can begin to experience fatigue, especially if they do not feel the trainings are relevant. New staff should receive some introduction to the subject matter as part of the onboarding process. This may not be a training although it could involve taking one of the online courses. Ideally, during the first few months of a new project and once most of the staff is in place it is useful to deliver a training to introduction participants to the issues, set expectations, and have staff consider the implications of gender issues for the project.
- **Using local gender experts.** Training that is conducted at field offices, where possible, should engage a local gender expert to co-facilitate the training. This can help to ground the training in the local context and to connect the staff with local experts. It is important when hiring a local gender expert to ensure that this person shares a similar understanding of the donor requirements and gender integration concepts as the project. Gender equality movements in different countries can differ greatly and while a diversity of perspectives enriches the conversation, it is also important that the interests of the project and donor are kept in mind.

Alternatives to Training

This section has focused on training as a key activity to build the capacity of staff to integrate gender. However training is not the only mechanism to engage staff. There exist a number of alternatives to training that are often underutilized by organizations to engage staff on gender integration issues. These include:

- Panel discussions
- Movie screenings and discussions
- Gender working groups
- Pictorials, comic books and posters
- Street theater, role plays and song and dance.

PCI Case Study: Embedding Gender Organizationally

Contributed by: PCI's Gender Equity Commission

Background

PCI has a sustained history of embedding gender equity across the organization and into its programs. PCI's approach became more formal in 2001, when it worked with InterAction's Commission on the Advancement of Women (CAW) to perform an organizational gender audit which resulted in the formation of the Gender Equity Commission whose main purpose was to foster use of a gender lens with all of its organizational policies, practices and programming. Since then, the leadership of PCI has been committed to furthering this goal by establishing the Gold Standards on Gender Equity and making gender equity one of its seven strategic directions in the 2013-2016 Strategic Plan.

Gender Equity Commission (GEC)

Based upon the working relationship and audit with InterAction's CAW in 2001-2003, and the subsequent formation of the GEC, PCI began implementation of a Gender Action Plan, including the drafting and dissemination of PCI's Gender Equity Mission Statement and logo. The Action Plan included a rollout of the audit to the field offices, inclusion of diversity and gender equity into leadership's performance, and establishment of gender focal points within the organization. Despite the political will and interest in furthering this agenda, the Action Plan was not fully operationalized between 2003-2011 due to competing priorities and the lack of sufficiently dedicated staff time. However, the GEC continued to be active in sharing information on gender topics throughout the organization, advocating for gender equity in our programming as well as cultivating greater awareness/sensitivity in our approach to human resource management and board development. Two of the three founding members of the GEC are still at PCI and are active in carrying out the mission of the GEC at the senior leadership level.

Strategic Direction on Gender Equity

Gender equity became a strategic direction in PCI's 2013-2016 Strategic Plan, officially placing "gender" at the forefront of what PCI does and how it does it. As part of the strategic plan, PCI is held accountable for its success and integration at all levels, including senior management and our board, and provision of quarterly reports on its progress and challenges. The goal of this strategic direction is to ensure that PCI applies a gender lens in all facets of its operations and programming, which includes but is not limited to decisions about and approaches to program strategies and activities, staffing, partnerships, capacity strengthening, operations, budgeting, monitoring and evaluation, documentation and learning. This approach supports gender equity in three key ways:

1. **Organizational gender mainstreaming**, including into operations, programs and organizational culture;
2. **Gender Integration** into existing program platforms, such as male engagement in Reproductive, Maternal, Newborn, Child Health or PCI's Women Empowered Initiative;
3. **Gender-specific programs,** such as Prevention in Action Gender-based Violence Program in South Africa or Gender and OVC program in Botswana.

The logical framework for the gender equity strategic direction is shown below. Each strategic direction is led by a Prime Mover

"…We are committed to achieving equity through the activities we implement, the systems we set up, the organizational policies we adhere to, and the organizational culture we foster…"

— PCI Gender Equity Commission Mission Statement

Gender Equity Commission of PCI

PCI. Celebrating 50 years of POSITIVE COMMUNITY IMPACT.

who partners with an Executive Lead and a Deputy Prime Mover. With the more formalized establishment/re-establishment of gender equity as an organizational priority came the decision to hire a fully dedicated Gender Technical Advisor, to be based in PCI's Washington, DC office and thereby interact closely with the rest of PCI's Technical Services Unit, as well as with the field staff via newly established gender focal points and champions. The Gender Technical Advisor is now chairing the GEC, serving as co-Prime Mover on gender equity, and is helping to ensure more steady progress on an updated Gender Action Plan.

Central to PCI's strategy for embedding gender are the PCI gender focal points and champions. The identified gender "champions" in each PCI field office and headquarters functional areas (Human Resources, Finance, Operations, etc.) are responsible for driving the gender equity strategic direction forward within their own functional areas, both internally and externally. The gender "focal points" in each field office/ functional area serve as the lead member of the GEC, the hub of gender-related resources and information, as well as the primary liaison with the strategic direction Primer Movers at PCI's headquarters and with the champions in their respective field office or functional area. These champions and focal points will be the main implementers and enforcers of the Gold Standards on Gender Equity.

PCI's Gender Equity Logical Framework:

Strategic Objective:
Increased Gender Equity within PCI's programs and the organization
Intermediate Result 1:
Increased capacity of PCI Staff to implement Gold Standards on Gender Equity
Intermediate Result 2:
Expanded implementation of Gold Standards on Gender Equity
Intermediate Result 3:
Increased gender-focused programming

Gold Standards on Gender Equity

PCI also established the Gold Standards of Performance for Gender Equity in 2014 to ensure all aspects of PCI's programs and operations consider women/men and boys/girls equitably and are responsive to gender-sensitive issues. These standards define organizational excellence in the area of gender equity and serve as guidelines for how to embed gender equity throughout the organization internally (polices, procedures, practices) and externally (programmatic emphases, on-the-ground results). The three main categories are: Recruitment and Intra-team Relations; Project Design and Implementation; and Project M&E.

For more information, please contact Kelly Fish, PCI's Technical Advisor for Gender: kfish@pciglobal.org.

Monitoring, Evaluation and Learning

Contributed by: Cristina Manfre, Cultural Practice

Ensuring that gender issues are adequately integrated into the M&E components of projects is one of the most important elements of gender integration. Even a project that does not have a clear gender integration strategy or objective can still capture the impact of project activities on gender dynamics if the monitoring and evaluation components have been designed appropriately. This begins by requiring that all people-level indicators are disaggregated by sex.

Developing a gender-sensitive M&E plan is important:

- To know if projects are reaching both men and women with their activities.
- To capture the impacts of project activities on men and women.
- To communicate achievements and lessons learned on the effectiveness of the project reaching men and women with activities and on project impacts.
- To know if projects have created gender disparities or inequalities.

Baseline, Midline and Endline

A robust M&E plan will ensure that a baseline is conducted at the start of the project to validate indicators, set appropriate targets, and establish the starting point for activities. The baseline allows projects to measure the impact of interventions based on a specific moment in time. It is not a needs or gender assessment, which would identify the most critical constraints facing men and women. Instead it is the launch point for future monitoring and evaluation efforts. The baseline needs to establish the base indicator points and targets separately for men and women. And for the midline and endline assessment, sex-disaggregated data should be collected for the same indicators. It is important for projects to ensure that this expectation is clearly communicated in the scope of work developed for the baseline, midline and endline.

Are We Collecting Sex-Disaggregated Data or Gender-Disaggregated Data?

There is often some confusion about whether projects collect sex-disaggregated or gender-disaggregated data. Most projects however collect data that is disaggregated based on whether their stakeholders are male or female. It is a disaggregation based on the physical attributes of the individual. Sex-disaggregated data is used in a gender analysis.

In some cases, projects may collect information that disaggregates data based on the individual's gender identity. For example, projects that work with LGBT communities where a person's physical attributes may be different than his/her identify and this has an impact on his/her behaviors and activities. Reproductive health projects may also collect data about individual's gender identity and in places where a third gender category is prevalent it may also be important to collect data based on people's self-identified gender.

Tips for Gender-Sensitive Indicators

> **Avoid only counting bodies.** Projects should move beyond only capturing men's and women's participation in project activities. Indicators that measure adoption of new behaviors and practices, for example, the number of farmers using good agricultural practices should also be disaggregated by sex. Increases in the volume of sales or changes in productivity should be disaggregated by the sex of the farmer.

> **Be sure you understand the implications of using an indicator disaggregated by the head of the household.** Projects often disaggregate indicators by the head of the household as a substitute for capturing individual-level data. Using the head of the household however is not a substitute and more often will create more ambiguity about the project's impact and progress. In agriculture for example, individuals in households often manage different plots and using just the household head as the disaggregation unit will overlook women managed plots and should be targeted for services and technologies but who happen to reside in households headed by men.

> **Indicators should capture quality and not just quantity.** Do not be satisfied with just measuring attendance. Use indicators to capture men's and women's satisfaction with services or with the quality of their participation. How many times did women voice their opinions at the general assembly? How many proposals did women bring forward?

Monitoring

Monitoring project performance is a reflective process that involves examining the progress of the project against its indicators at periodic intervals. The purpose of this process is to identify what is working and what isn't working. This can help identify successes, challenges, and the need, in some cases, for mid-course corrections. To understand the gender dynamics in a project, it is necessary to examine the sex-disaggregated data comparing and analyzing the information about men and women. This process is a form of gender analysis.

Staff should examine their indicator tracking tables and identify where there are challenges, i.e., where gaps exist between men's and women's performance, and where there are successes. If there are gaps or challenges in the project, project staff need to be prepared to reflect on why those gaps exist. When looking at the gaps, the following questions may be useful to start thinking about why those gaps exist:

- Are these gaps the result of women's time, schedule, or mobility? Or men's time, schedule or mobility? For example, are women unable to attend training because of household responsibilities?
- Are the gaps the result of differences in men's and women's roles in production or in the household?
- Are the gaps the result of differences in men's and women's access to resources or to associations?
- Are the gaps the result of how the project is being implemented? (i.e., activities, process, administration, activity schedules, participation) For example, are men and women being invited to trainings?

Women's Empowerment in Agriculture Index

The Women's Empowerment in Agriculture Index (WEAI) was developed by USAID, the International Food Policy Research Institute, and the Oxford Poverty and Human Development Initiative to monitor program performance and track changes in women's empowerment that occur as a direct or indirect result of Feed the Future interventions. The index tracks women's engagement in agriculture in five areas:

- Production
- Resources
- Income
- Leadership
- Time use.

While the index itself is not designed to track changes at the project-level, the domains and their corresponding indicators identify key gender dynamics in agriculture to which projects should pay attention. More information about the data, questionnaires, and results from baseline data collected in 2011 and 2012 can be found here[125]. The WEAI Resource Center can be found here[126] and the full WEAI brochure can be found here[127].

Even if a project is on track to meet its targets, monitoring should still include some analysis of what is happening. Project staff can examine whether there were any issues with participation of men or women. Participant surveys can provide information on how stakeholders perceive the activities. Furthermore, this information can help to better understand what works and to provide input into capturing and documenting success stories.

Evaluation

Evaluations come in many different forms, ranging from project evaluations that examine endline data to impact evaluations. Critical to any evaluation that will examine gender dynamics is the availability of sex-disaggregated data. Evaluations can use this data to measure changes in men's and women's status over time as a result of project activities and in any number of areas. For example, agriculture projects are likely to want to examine changes in men's and women's income, asset ownership, nutritional status, time, or yields. A good gender-responsive analysis will examine both absolute and relative changes, to gauge not only if women's status is changing based on the baseline, but also whether their status is improving relative to men.

Communications

Identifying and addressing the ways gender affects the goals, objectives and activities of development projects is being treated with increasing importance throughout the international development industry. All organizations are strongly encouraged to ensure that successes, failures and lessons learned in this arena are documented and shared, both internally and externally.

Looking for Guidance on How to Write/Train Others to Write Gender-Focused Case Studies?

The Land O'Lakes Gender Task Force's two-page guidance document on this topic can be found here[128]. The second page of this document includes links to six of Land O'Lakes' gender-focused case studies.

Annex

LAND O'LAKES, INC.
INTERNATIONAL DEVELOPMENT

Using A Gender Lens Checklist

Questions to Help Guide Integration of Gender into the Proposal Development Stage:

1. How are women limited in their livelihood strategies by legal or cultural barriers, and how can these be overcome? The following barriers may exist:
    a. Legal prohibitions regarding land ownership, or ownership of assets (e.g., livestock).
    b. Legal prohibitions regarding inheritance of land or other assets (e.g., livestock) from husbands or male relatives.
    c. Lack of enforcement of legal provisions that allow women to own or inherit land or other assets.
    d. Traditional land or asset ownership patterns that limit women's ownership or inheritance of land or other assets.
    e. Social pressure that result in property removal from women who own or inherit land or other assets.
2. To what extent are women discriminated against in entering education or training programs? To what extent does limited education or training affect women's ability to contribute to household productivity or livelihoods?
3. To what extent are women discriminated against with regard to entering certain businesses or professions?
4. To what extent are women involved in ownership or management of assets? How does this support or hinder their involvement in income earning or household livelihood?
5. To what extent are women involved in decisions regarding what the household produces, or household livelihoods? How does this impact household productivity or income earnings?
6. To what extent are women involved in decisions regarding the use of household income? How does this impact household productivity, livelihood, and well-being?
7. To what extent do extension programs reach women? How does the structure of extension programs hinder or enable effective outreach to women? How does the gender of extension staff hinder or enable effective outreach to women?
8. To what extent do women participate in cooperatives or other producer groups? To what extent do women serve as leaders in cooperatives or other producer groups? How does the gender of members of a cooperative or other producer group impact its viability or profitability? How does it impact group decision-making?
9. To what extent do women engage as business leaders or managers? What are some of the typical barriers they face and need to overcome? What is their relative level of success in starting and managing businesses? What is their relative level of business viability or profitability? How well do they work with men versus women?

10. To what extent do women control their own income earnings? Do they manage their own income (i.e., via bank accounts in their own names or savings groups), or do they turn their income over to men?
11. What are the concerns that men have regarding women's ownership and management of land and other assets?
12. What are the concerns that men have relating to women making decisions about household productivity or livelihoods?
13. What concerns do families have about girls entering education or training programs?
14. What are concerns of men regarding women being involved in decision-making at a community level?
15. What are concerns of men regarding women's participation in cooperatives or other producer groups?
16. What are concerns of men regarding women becoming business leaders or managers?
17. In contexts where women do not own many assets, are there specific assets over which they have control (e.g., small ruminants, poultry, fish, pigs, garden plots)?
18. In contexts where women do not have control over the primary crop or household income, do they control other small-scale production or income (e.g., vegetable gardens, income from sale of small livestock, fish, or vegetables). Are there specific crops or livestock products that women produce?
19. Are there particular types of jobs where women have a comparative advantage?
20. To what extent does women's labor impact their health or the health or well-being of their children?
21. To what extent does gender-based violence limit women's ability to engage in constructive dialogue with their husbands or other men in the community with regard to their participation in decision-making or household livelihoods?
22. To what extent does religion limit women's ability to engage in certain types of livelihood activities, particularly those that involve relating to men or working with men. Do religious prohibitions limit women's ability to leave the home, own property, or access financing?
23. To what extent do cultural attitudes regarding women's ability (physical, mental, etc.) limit women's ability to engage in certain types of livelihood activities?

Gender Integration Worksheet

Contributed by: Pietronella van den Oever, PTF

Guidance

The Worksheet presented on the following page can be used to fill out information about projects. The sheet consists of two parts. Part I is intended for preparatory work and consultation with multiple stakeholders. Part II is intended for design of the action plan.

> **Apply a systematic approach** to gender integration from the onset. This step corresponds to two elements of the sheet: one (awareness) and two (asking the right questions). It implies for a person in charge of a project to be: a) aware that development projects often affect men and women differently, b) aware of constraints causing differential impact, c) ask the right questions on how to overcome constraints, and d) identify relevant stakeholders.

> **Assign personnel and financial resources** to gender integration in the project. This is element three (commitment), in the Worksheet. It is necessary from the onset of a project to allocate a budget for actions for gender integration, and assign persons who will be responsible and accountable for addressing women's specific needs, and for making project adjustments accordingly.

> **Set measurable targets** to be achieved. The most important question to ask about any development initiative is how it changes the lives of the actual or potential participants. To monitor these changes, each activity needs to have some baseline data, and a review system that provides periodic updates of progress toward impact on people's wellbeing. To collect relevant information it is necessary to conduct a Gender Analysis as reflected in element four and set measurable targets, mentioned in element five of the worksheet.

> **Hold people accountable** for following through. Measurable gender targets provide a yardstick to measure the gender-relevant progress of the project in general, as well as the performance of people listed under element three, in charge of gender integration in the project. It should be kept in mind, however, that gender integration is the result of longer-term, sustained action of multiple stakeholders, rather than one single person's isolated efforts.

> **Monitor and evaluate progress**, and adjust activities accordingly. Elements numbered six and seven of the worksheet are intended for information on M&E and maintaining a feedback loop of reporting to stakeholders and adjusting project design and implementation based on findings.

Worksheet for Gender Integration in Design of Agricultural Projects Part I: Preparatory Work		
Name of Project:		
Objective(s) of Project:		
1. Awareness of "Gender Gaps"	How will the different roles and status of women and men in decision-making and different access to and control over resources and services affect the work to be undertaken?	
	How will the anticipated results of the work affect women and men differently?	
2. Formulation of relevant questions	What are the relevant questions to be asked?	
	Who are the main stakeholders to be considered?	
3. Commitment	What are the relevant questions to be asked?	
	Who are the main stakeholders to be considered?	

Worksheet for Gender Integration in Design of Agricultural Projects Part II: Action Plan		
4. Gender Analysis	When, where and how?	
	Who is responsible?	
	How will findings from gender analysis be applied in the project?	
5. Measurable Indicators	What are the measurable indicators to assess the progress?	
6. Monitoring and Evaluation	When, where and by whom?	
7. Reporting of lessons learned and project adjustment	Types of adjustments to be made, and timeline	

Checklist - Gender Mainstreaming in the Strategic Planning Phase

Save the Children's
"Engendering Transformational Change: Gender Equality Program Guidance and Toolkit"[129]

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Strategic Planning phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Questions:	Yes	No
Have you engaged with the senior leadership team on the importance of including gender analysis? Have you secured their commitment?		
Is at least one of the key informants/experts identified a gender equality expert?		
Have you consulted the key informant(s) who are gender equality experts to provide existing literature on gender inequality to review?		
Have you conducted a review of existing literature on gender inequality (secondary data)?		
Have you ensured that all collected data is disaggregated by age and sex and then analyzed?		
Have you included data and data analysis that portrays the situation of the most marginalized is included?		
Have you made the necessary arrangements to ensure that the key informant(s) specialists on gender equality participate in the key informant meetings and provide insights on the main findings related to gender (including gender gaps)?		

Identifying the Root Causes of Gender Inequalities: the "Asking Why" Tool

Save the Children's
"Engendering Transformational Change: Gender Equality Program Guide and Toolkit"[130]

Identifying the root causes of gender inequalities is not always easy, but using the "Asking Why" tool might help you to do so. This tool is very simple to use. Once you identify an inequality/ challenge, you should ask yourself why this inequality exists. You will probably identify several answers. For each answer you will need to ask yourself, once again, why this occurrence is happening. You will go through the same process many more times, and this should lead you to the root cause you are looking for.

Example - Identified Gender Inequality: Girls Cannot Read or Write.

1. Why can girls not read or write? Because they do not go to school.
2. Why do girls not go to school? Because they need to stay at home to take care of the house and of their siblings.
3. Why do girls need to stay at home to take care of the house and of their siblings? Because their family believes it is their role.
4. Why is it believed to be girls' role to take care of the house and siblings? Because gender roles define household work as female work and paid productive work outside the home as male work.
5. Why do these gender roles exist? Because discriminatory gender norms reinforce gender discrimination which limits the power and opportunities of girls and women.

You can ask why as many times as you want! However, as a general rule, asking why five to seven times is a good way to make sure you get to the root cause.

Having identified the causes preventing girls from learning how to read and write, the project can choose to address one or several of these causes with a program intervention. To address the root cause of this discrimination, your program would need to aim to empower girls and women and increase their participation in social, political, and economic areas, as well as work to mobilize changes in understanding, attitudes, and behavior around gender equality at the community level.

Checklist - Gender Mainstreaming in the Proposal Development and Project Design Phase

Save the Children's
"Engendering Transformational Change: Gender Equality Program Guidance and Toolkit"[131]

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Proposal Development and Project Design phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Questions:	Yes	No
Have you conducted a more focused gender analysis at the community level?		
Have you identified how you will account for the effects of possible gender inequalities on your project?		
Have you identified interventions that correspond to the root causes of key gender inequalities and promote gender equality?		
Have you identified the main stakeholder group(s) for your project, and ensured the project will equitably reach those most in need?		
Have you translated the learnings from your gender analysis into the Results Framework or Logical Framework?		
Have you identified whether your project is gender exploitative, gender unaware, gender sensitive or gender transformative and made sure that it would meet your organization's minimum standard (i.e., gender-sensitive)?		
Have you integrated gender equality in the Performance Monitoring and Evaluation Plan? This means including analysis of age- and sex disaggregated data, gender-sensitive indicators and indicators that monitor any resistance to gender mainstreaming that may arise during the program.		
Have you considered existing gender equality programming and expertise during partner identification and selection?		
Have you identified the needs of partners (including government partners) and program staff regarding gender equality resources, support, and training and planned trainings to respond to these needs?		
Have you allocated sufficient human, financial and material resources for activities related to gender equality?		

Ten Key Questions to Ask to Gather Sufficient Information during a Gender Analysis

Save the Children's
"Engendering Transformational Change: Gender Equality Program Guidance and Toolkit"[132]

Gender analysis - Ten questions	These relate to:	Example of finding	Consequence(s)
Who does what? Why?	Activities	Girls have more responsibilities than boys in relation to domestic work. Some of their tasks include fetching wood and water, taking care of their siblings, and cleaning the house. Girls are responsible for these tasks because domestic work is considered as a "light" and "female" task.	Girls cannot attend school because they are too busy with the household work, but boys can.
How? With what?	Access to resources	Girls must walk to fetch wood and water because they do not have access to transportation (i.e., bikes, motorbikes), which are reserved for men and boys.	Girls spend a lot of time fetching water and wood and have no time to rest. Their health is also negatively affected by carrying large amounts of water and wood. This may include back and chest pain as well as headaches.
Who owns what?	Ownership of assets	Boys are entitled to new school materials, clothes, and toys.	Boys' cognitive development may increase with the use of those new materials and toys.
Who is responsible for what?	Roles and responsibilities	Adolescent boys are responsible for providing extra income to the family	Adolescent boys can be involved in hazardous work, and may not have safe spaces to discuss any fears/concerns associated with their work environments. They may also have to drop out of school.
Who is entitled to what?	Rights	Boys will inherit the possessions of their parents, including land and assets, if they pass away.	Boys will benefit from considerable assets that can support and sustain livelihoods, while girls do not.
Who controls what?	Income and spending power	Adolescent boys can spend part of the salary they earn when they work outside of the home, while adolescent girls must give all their salary to their father if they work outside of the home.	Adolescent boys can increase their financial independence, while adolescent girls fully depend on their family.

Gender analysis: Ten questions	These relate to:	Example of a finding	Consequence(s)
Who decides what?	Power	Boys can decide to go outside of the home when they want to, while girls may not be allowed to move freely and unaccompanied outside the house because of perceived security risks.	Boys have higher mobility than girls, which allows them to interact with more people and participate in different activities at the community level.
Who gets what?	Distribution	During meals, girls must eat after their brothers and father, and very little food is left for them.	Girls do not eat enough food and the variety is not sufficient to ensure good nutrition, which impacts their health, including making them more susceptible to anemia.
Who gains-who loses?	Redistribution	Girls must work in the home, eat least and last, can't inherit land, and must contribute any salary they earn to the family. While it may not be intentional, boys benefit as a direct result of girls' losses. They inherit the land that their sister cannot. They drink the water their sister fetches and they benefit from an increased portion size at meals, due to their sister's smaller portion.	Boys gain, due to their increased mobility and cognitive development, but they are also at risk of working in dangerous working conditions. Girls lose in this example. Their health begins to deteriorate as a result of poor nutrition coupled with the physical labor they endure daily. Additionally, as girls are unable to attend school, they are increasingly viewed as inferior.
Why? What is the basis for any situation?	Rules and laws, norms, customs	Early and child marriage is commonly supported by laws that assign different legal marriage ages for girls and boys. For example, girls can legally be married at 14 while boys must wait until 18.	Girls who are subjected to early and child marriage might need to drop out of school, and may face critical health challenges that result from sexual intercourse and/or pregnancy before their bodies are physically ready.

Checklist - Gender Mainstreaming in the Implementation Phase

Save the Children's
"Engendering Transformational Change: Gender Equality Program Guidance and Toolkit"[133]

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Implementation phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Questions:	Yes	No
Have you ensured that gender analysis questions are included as part of the baseline survey, if a baseline has not been conducted already?		
Have you reviewed the results of the baseline survey and made sure that the gender equality findings are addressed in activities that have been planned? If they do not, have you adapted the activities so they correspond to actual needs?		
Have you established mechanisms to facilitate gender mainstreaming in the project, including the designation of gender equality as an agenda item in all meetings and the designation of a gender focal point or champion?		
Have you ensured that project partners have adequate skills to integrate a gender equality lens into the project? If gender equality training is part of the project implementation, have you ensured that the needs of partners and staff are being assessed prior to all capacity building activities?		
Have you conduct a gender mapping exercise to identify key root causes, barriers, opportunities, and assets related to gender equality for the project and intervention area, and developed a Gender Strategic Action Plan to address these challenges?		
Have you assessed whether girls, boys, women, and men participate equitably in the project, both in terms of physical presence and meaningful participation?		
If there were some imbalances in the participation, have you taken appropriate measures to ensure the full and equitable participation of all girls, boys, women and men?		

Checklist - Gender Mainstreaming in the Monitoring and Evaluation Phase

Save the Children's
"Engendering Transformational Change: Gender Equality Program Guidance and Toolkit"[134]

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Monitoring and Evaluation phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Questions:	Yes	No
Have you developed a gender-sensitive monitoring and evaluation process? This should include: > Analysis of age- and sex-disaggregated data. > Information collected from girls, boys, women and men. > Gender-sensitive data collection methods. > Gender safe spaces for monitoring and/or data collection activities. > Optimal location and timing for data collection exercises. > Female and male enumerators/evaluators, and translators (where needed) in assessment teams. > Staff with gender experience and/or expertise in the M&E team. > Scope of work or terms of reference contracts that list gender analysis as a requirement. > Terms of reference contracts that list gender experience as a required competency. > Strong gender-sensitive performance indicators that are being tracked from the beginning of a program cycle. > Gender-sensitive performance indicators included in baseline surveys.		
Have you ensured that your gender-sensitive monitoring and evaluation process has been applied to all M&E actions?		
Have you collected and analyzed data to identify any gender gaps in access, participation, or benefit for groups of stakeholders?		
Have you investigated why any gender gaps in access, participation or benefits are happening, including identifying any root causes?		
Have you undertaken corrective actions (as needed) to adjust interventions based on monitoring results for gender considerations?		
Have you identified whether your project was gender exploitative, gender unaware, gender sensitive or gender transformative, and compared the finding with the ranking that was given at the beginning of the project?		
Have you evaluated the project in relation to gender equality, adapting the baseline tool to ask the same questions and measure changes over the life of the project?		

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FjAA&client=internal-uds-cse&usg=AFQjCNFFZOV8VQYZ2ouOgCio13Yzzo3oGA>. There are indications that agricultural cooperatives, especially cooperatives with a gendered approach, can effectively increase women's empowerment, gender equity and economic wellbeing if women are able to successfully participate. This article contributes to understanding the potential of agricultural cooperatives to enhance women empowerment in sub- Sahara Africa by providing quasi-experimental evidence. It uses the P'KWI Farmer to Farmer Cooperative Society from north-eastern Uganda as its main case study.

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60. "Effects of Extension Services on Technology Adoption and Productivity among Female and Male Farmers." Ethiopia Strategy Support Program II. IFPRI, Jan. 2013. Web. <http://www.ifpri.org/sites/default/files/publications/essprn21.pdf?utm_source=IFPRI+Gender+News&utm_campaign=554a5b0a1f-IFPRI_Gender_Round_Up_May_20134_29_2013&utm_medium=email&utm_term=0_1ae6f2926b-554a5b0a1f-412911909>. In "Effects of Extension Services on Technology Adoption and Productivity among Female and Male Farmers" the authors focus on the provision of extension services and the gender differences involved in receiving such services. The authors argue for the need to close the gender gap in order to successfully implement the agricultural knowledge and techniques provided by extension agents.

61. "Integrate Gender and Nutrition within Agricultural Extension Services." INGENAES. University of Illinois at Urbana-Champaign, n.d. Web. <http://ingenaes.illinois.edu/>. The website provides information on this new project designed to assist partner organizations working in Feed the Future countries. The purpose is to reduce agricultural gender gaps, increase the empowerment of female farmers and improve integration of gender and nutrition in and through agricultural extension and advisory services. The website allows users to connect and network with others, access tools and discover resources.

62. Manfre, Cristina, et al. "Reducing the Gender Gap in Agricultural Extension and Advisory Services: How to Find the Best Fit for Men and Women Farmers." MEAS: Modernizing Extension and Advisory Services, Apr. 2013. Web. <http://www.fsnnetwork.org/sites/default/files/gender_ag_extension_services_2013.pdf>. This paper explores the options for finding the "best fit" in engaging both men and women in agricultural extension and advisory services. It includes a discussion on what defines a farmer; extension techniques and advisory methods; capacity, staffing, and management; as well as policy, performance, principles, and planning for the future.

63. Hird-Younger, Miriam, and Brent Simpson. "Women Extension Volunteers: An Extension Approach for Female Farmers." MEAS Case Study #2, May 2013. Web. <https://www.google.com/search?q=%3C+http%3A%2F%2Fwww.g-fras.org%2Fen%2Fknowledge%2Fdocuments%2Fgender-equality-in-ras-3.html%3Fdownload%3D177%3Awomen-extension-volunteers-an-extension-approach-for-female-farmers&rls=com.microsoft:en-us&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1&safe=active&gws_rd=ssl >. This case study looks at the Voluntary Service Overseas women extension volunteer model in Ghana, which uses a peer-to-peer extension approach. Community-based female volunteers are used to increase the dissemination of agricultural information in rural Northern Ghana. The study explores what the model has achieved, how it effectively expands extension services for women farmers and the sustainability of the model.

64. Gale, Chris, et al. "Delivering Extension Services through Effective and Inclusive Women's Groups: The Case of SEWA in India." MEAS Case Study #5, August 2013. Web. <https://dl.dropboxusercontent.com/u/15810717/MEAS%20Case%20Studies/MEAS%20CS%20India%20-%20SEWA%20Women%20groups%20-%20Gale%2C%20Collett%2C%20Freccero%20-%20Aug%202013.pdf>. This case study looks at the manner in which SEWA has engaged women across caste, religious and social classes with a high level of success and increased the influence of women in families and communities to demonstrate how the SEWA approach could be used by extension and advisory services in different contexts.

65. Cagley, Jessica H, et al. "Gender and Cropping in SSA: Executive Summary." Evans School of Public Affairs, University of Washington, 3 Mar. 2010. Web. <http://evans.uw.edu/centers-projects/epar/research/epar-brief-no-64-gender-and-cropping-ssa-executive-summary>. The Gender and Cropping series, produced by the Evans School of Public Affairs at the University of Washington, examines gender dimensions related to specific crops. Covering topics such as land preparation, crop care, harvest, and processing, each step of the crop cycle is looked at for gender differences and impact on gender. This executive summary provides an introduction to the series and topics covered.

66. "Women, Business and the Law - Creating Economic Opportunity for Women - World Bank Group." Women, Business and the Law - Creating Economic Opportunity for Women - World Bank Group. The World Bank Group. Web. <http://wbl.worldbank.org/>. The "Women, Business and the Law - Creating Economic Opportunity for Women" webpage has access to databases, topic analysis, the Women, Business and the Law annual report, as well as a portal listing economic topics pertaining to women by country.

67. "Research and Resources." Landesa Center for Women's Land Rights. Web. <http://www.landesa.org/women-and-land/research-and-resources/>. Landesa Rural Development Institute's Center for Women's Land Rights provides a list of documents relating to women and land around the world.

68. Quisumbing, Agnes, and Neha Kumar. "Do Secure Land Rights for Women Encourage Conservation? The Medium-term Impacts of the Ethiopian Land Registration." Land and Poverty 2013. 10 Apr. 2013. Web. <http://womenandclimate.ifpri.info/2013/03/25/do-land-rights-for-women-encourage-conservation-2/>. "Do Secure Land Rights for Women Encourage Conservation? The Medium-term Impacts of the Ethiopian Land Registration" is provided in a paper and presentation format from the Annual World Bank Conference on Land and Poverty in 2013. Authors discuss land rights, specifically tenure security, land transfer rights, and rights related to gender equity and inheritance along with an analysis of land-related investments and gender differences.

69. Behrman, Julie, Lucy Billings, and Amber Peterman. "Evaluation of Grassroots-Community Based Legal Aid Activities in Uganda and Tanzania: Strengthening Women's Legal Knowledge and Land Rights." CAPRi: Collective Action and Property Rights. CAPRi, Jan. 2013. Web. <http://www.capri.cgiar.org/pdf/capriwp108.pdf?utm_source=IFPRI+Gender+News&utm_campaign=554a5b0a1f-IFPRI_Gender_Round_Up_May_20134_29_2013&utm_medium=email&utm_term=0_1ae6f2926b-554a5b0a1f-412911909>. With country based research from Uganda and Tanzania, this paper discusses the concept of Community Based Legal Aid programs in the context of gender, land governance, and asset ownership. Results and policy implications are provided.

70. "Levelling The Field: Improving Opportunities for Women Farmers in Africa." The World Bank. 18 March 2014. Web. <http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/03/14/000333037_20140314131214/Rendered/PDF/860390WP0WB0ON0osure0date0March0180.pdf>. The gender gap in agriculture is a key reason that African agriculture has not fulfilled its potential. Women face a number of barriers due to cultural norms, lack of resources and lack of market opportunities. The African Union is bringing attention to these issues to revitalize the sector and rally development agencies and African governments to rectify them and invest in agriculture.

71. Greenough, Karen. "Women, Men Children & Livestock: Partnerships and Gendered Negotiations in the Ful'be Household Livestock Enterprise." Gender, Development, and Globalization Program Center for Gender in Global Context Michigan State University, Dec. 2012. Web. <http://gencen.isp.msu.edu/documents/Working_Papers/WP301.pdf>. "Women, Men Children & Livestock: Partnerships and Gendered Negotiations in the Ful'be Household Livestock Enterprise" explores the pastoralist household and community dynamic related to livestock and dairy production. The author argues for development projects that address the intact community partnerships and household hierarchy in order to be successful.

72. "Aris, Giselle. "Integrating Women into the Commercial Dairy Value Chain." Land O'Lakes International Development. PowerPoint presentation. Congressional Hunger Center. Web. <http://www.hungercenter.org/publications/presentation-on-integrating-women-into-the-commercial-dairy-value-chain-in-tanzania/>. Integrating Women into the Commercial Dairy Value Chain" looks at the reasons that women should be integrated into the value chain process. It looks at investment in women, gender gaps, gender gap elimination, and constraints that women face.

73. Nhambeto, Marinho, et. al. "Gender Impacts of the Land O'Lakes - Manica Smallholder Dairy Development Program - Preliminary Findings." IFPRI. Jan 2013. Web. <http://www.slideshare.net/IFPRIGender/land-o-lakes-gaap-presentation-January-2013>. This presentation focuses in the initial findings of Land O'Lakes' participation in IFPRI's Gender, Agriculture and Assets Project. This project looked at engendering assets, decreasing gender gaps, and learning lessons for M&E plans.

74. "Gender Aspects in Livestock Production." Livestock and Gender: A Winning Pair. Chapter 5. FAO, Swiss Agency for Development and Cooperation, Sept. 2000. Web. <http://www.fao.org/WAIRDOCS/LEAD/X6106E/x6106e06.htm>. Livestock and Gender examines the role of women in the livestock business cycle. Using livestock as an entry point to address gender development, areas including production systems, land ownership, livestock ownership, access to inputs, labor division, household nutrition, are focused on in "Gender Aspects in Livestock Production."

75. "Livestock." Gender and Development. The World Bank Group. Web. <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20208245~pagePK:210058~piPK:210062~theSitePK:336868,00.html>. The World Bank's Gender and Development division's publication highlights strategies used in livestock development projects to address gender issues, including relevant information, sources of information, and actions or implications.

76. "Gender and Livestock: Tools for Design." Livestock Thematic Papers. IFAD. Web. <http://www.ifad.org/lrkm/factsheet/genderlivestock.pdf>.The International Fund for Agricultural Development (IFAD) published "Gender and Livestock" as a tool for livestock development projects in rural

areas. The paper provides information on the function of livestock for men and women, gender roles present in animal management, and the economic and cultural roles of livestock for the household and community. The paper also presents questions for consideration when designing a project as well as recommendations and lessons learned.

77. "Understanding and Integrating Gender Issues into Livestock Projects and Programmes: A Checklist for Practitioners." FAO, 2013. Web. < http://www.fao.org/docrep/018/i3216e/i3216e.pdf>. This booklet, jointly produced by the FAO and ILRI, identifies the main challenges faced by women in managing small stock, particularly poultry, sheep and goats, and in dairy farming. The booklet is an outcome of a consultative training workshop held in November 2011 in Addis Ababa, Ethiopia, involving four East African countries. The workshop participants shared and critically analyzed country-specific experiences from a gender perspective. The booklet compiles this knowledge with the aim of helping livestock experts in the field to identify and address the main constraints faced by women and men both in managing small livestock and dairy farming.

78. FAO and Gender. Web. <http://www.fao.org/gender/gender-home/gender-programme/gender-food/en/>. FAO's portal on Gender provides access to information on gender equality, crops, livestock, fisheries, forests, natural resources, livelihood, food security, emergencies and investment. A brief overview of gender in each area is provided, accompanied by FAO's programmatic targets.

79. "Women: Still the Key to Food and Nutrition Security." IFPRI, 2005. Web. <http://www.ifpri.org/sites/default/files/pubs/pubs/ib/ib33.pdf>. IFPRI's briefing links women to food and nutrition security, focuses on women's empowerment as the force behind this, and provides recommendations for future actions.

80. "Empowering Women in Agriculture: Maximizing Nutrition Gain." SPRING, TOPS, and USAID 26 Mar. 2014. Web. <http://www.spring-nutrition.org/events/womens-empowerment-and-mens-engagement-how-focus-gender-can-support>. The "Empowering Women in Agriculture" webinar took place as part of the "Linking Agriculture and Nutrition Events" webinar series. The presentation as well as shared resources are provided.

81. "Improving Diets and Nutrition: Food Based Approaches." Ed. Brian Thompson and Leslie Amoroso. FAO, 01 Sept. 2014. Web. <https://www.securenutritionplatform.org/Pages/DisplayResources.aspx?RID=333>. This compilation of briefs from a previous FAO conference and past experiences provide guidance for practioners to include nutrition in development programming.

82. Rahman, Aminur. "Does a Wife's Bargaining Power Provide More Micronutrients to Females: Evidence from Rural Bangladesh." Data and Research. The World Bank Group, 19 Feb. 2013. Web. <http://econ.worldbank.org/external/default/main?pagePK=64165259&piPK=64165421&theSitePK=469372&menuPK=64166093&entityID=000158349_20130219110837>. This paper uses caloric measurements to account for nutrient intakes by household members. In examining the bargaining power of women, nutrient allocations and differences in gender distributions are accounted for in the household. The paper seeks to highlight the prevalence of malnutrition and gender inequality in food consumption.

83. Lepine, Aurelia, and Eric Strobl. "The Effect of Women's Bargaining Power on Child Nutrition in Rural Senegal." ScienceDirect.com. May 2013. Web. <http://dx.doi.org/10.1016/j.worlddev.2012.12.018>. This article looks at how women's bargaining power affects child nutrition and looks at mother's ethnicity relative to the community she lives in as a determining factor. Quantitative information is provided to elaborate on the author's perspectives. *Note: article cannot be accessed from website without login information.

84. "Gender, Time Use, and Poverty in Sub-Saharan Africa." Ed. Mark Blackden and Quentin Wodon. Dec. 2005. Web. <http://siteresources.worldbank.org/INTAFRREGTOPGENDER/Resources/gender_time_use_pov.pdf>. This working paper by the World Bank analyzes the impact of time poverty and ways to address it in Sub-Saharan Africa. Applications are made to cropping, economic activity, and food processing while overall sections include a literature review, measuring time poverty, and time use and development outcomes.

85. "Gender Influences on Child Survival, Health and Nutrition: A Narrative Review." UNICEF, 2011. Web. <http://www.unicef.org/gender/files/Gender_Influences_on_Child_Survival_a_Narrative_review.pdf>. UNICEF's publication "Gender Influences on Child Survival, Health and Nutrition: A Narrative Review" contains a review of studies exploring gender influences on child survival, health, and nutrition and gender sensitive interventions addressing child health and nutrition.

86. "Gender and Nutrition." FAO. Web. <http://www.fao.org/docrep/012/al184e/al184e00.pdf>. FAO's Gender and Nutrition briefing focuses on the link between women and nutrition. The document provides relevant information on malnutrition at the household level and external factors affecting it as well as FAO's strategies to improve nutrition worldwide.

87. "Women: Still the Key to Food and Nutrition Security." IFPRI, 2005. Web. <http://www.ifpri.org/sites/default/files/pubs/pubs/ib/ib33.pdf>. IFPRI's briefing links women to food and nutrition security, focuses on women's empowerment as the force behind this, and provides recommendations for future actions.

88. "Impatient Optimists: Helping Men Help Women." Bill and Melinda Gates Foundation. 8 March 2012. Web. <http://www.impatientoptimists.org/Posts/2012/03/Helping-Men-Help-Women>. This television spot uses a popular, traditional singing style to convey the message that a father can

achieve his desire for smart, strong children by providing home-raised animal source foods (e.g. eggs, milk, meat) within his own home rather than selling them all in the market. By allowing these foods to be consumed at home, he promotes household dietary diversity and increases the nutritional content of family meals.

89. Coonan, Patrick. "Engaging Grandmothers and Men as Influencers." Food Security and Nutrition Network, 24 May 2013. Web. <http://www.fsnnetwork.org/engaging-grandmothers-and-men-influencers>. This website provides links to a study on projects than engage elder women and men as influencers to improve child nutrition. The study found that families benefitted from interventions that included activities to engage grandmothers and mothers. This website also provides a space for on online discussion forum on engaging husbands, elder women, and other influencers to improve maternal nutrition and infant and young child feeding practices.

90. Coonan, Patrick. "Engaging Grandmothers and Men as Influencers." Food Security and Nutrition Network, 24 May 2013. Web. <http://www.fsnnetwork.org/engaging-grandmothers-and-men-influencers>. This website provides links to a study on projects than engage elder women and men as influencers to improve child nutrition. The study found that families benefitted from interventions that included activities to engage grandmothers and mothers. This website also provides a space for on online discussion forum on engaging husbands, elder women, and other influencers to improve maternal nutrition and infant and young child feeding practices.

91. "Bangladesh Demographic and Health Survey 2007." National Institute of Population Research and Training. 2007. Web. <http://dhsprogram.com/pubs/pdf/FR207/FR207[April-10-2009].pdf>. The Bangladesh Demographic and Health Survey provides information regarding basic national social progress indicators such as childhood mortality, child and maternal health, contraceptive knowledge and use, awareness of AIDS, domestic violence and nutritional status of mothers and children.

92. "Empowering Women in Agriculture: Maximizing Nutrition Gain." SPRING, TOPS, and USAID 26 Mar. 2014. Web. <http://www.spring-nutrition.org/events/womens-empowerment-and-mens-engagement-how-focus-gender-can-support>. The "Empowering Women in Agriculture" webinar took place as part of the "Linking Agriculture and Nutrition Events" webinar series. The presentation as well as shared resources are provided.

93. "Empowering Women in Agriculture: Strengthening Production and Dietary Diversity to Improve Nutrition." SPRING, TOPS, and USAID, 30 Apr. 2014. Web. <http://www.spring-nutrition.org/events/empowering-women-agriculture-strengthening-production-and-dietary-diversity-improve-nutrition>. The "Empowering Women in Agriculture" webinar took place as part of the "Linking Agriculture and Nutrition Events" webinar series. The presentation as well as shared resources are provided.

94. "Engaging Men and Boys in Food and Nutrition Security: The Hidden Half of Gender Equality Programming." SPRING, TOPS, and USAID, 29 May 2014. Web. <http://www.spring-nutrition.org/events/engaging-men-and-boys-food-and-nutrition-security-hidden-half-gender-equality-programming>. The "Engaging Men and Boys in Food and Nutrition Security" webinar took place as part of the "Linking Agriculture and Nutrition Events" webinar series. The presentation as well as shared resources are provided.

95. Malapit, Hazel Jean L., Suneetha Kadiyala, Agnes R. Quisumbing, Kenda Cunningham, and Parul Tyagi. "Women's Empowerment in Agriculture, Production Diversity, and Nutrition: Evidence from Nepal." IFPRI, Dec. 2013. Web. <http://www.ifpri.org/sites/default/files/publications/ifpridp01313.pdf>. This IFPRI published discussion paper looks at the application of the WEAI to a Nepal agricultural development program. A conceptual framework, context and data, empirical specifications, and data are provided.

96. Hawkes, Sarah and Kent Buse. "Gender and Global Health: evidence, policies, and inconvenient truths." The Lancet, Volume 381, Issue 9879, Pages 1783 - 1787, 18 May 2013. Web. <http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)60253-6/fulltext?_eventId=login>. This Lancet article examines the evidence for the role of gender in health status, analyses responses to gender by key global health actors, and proposes strategies for mainstreaming gender-related evidence into policies and programs. *Article accessible free of charge after completing online registration.

97. Caputo, Robert. "Hidden Hunger." Vimeo. ENAM Project. Web. <http://vimeo.com/14063199>. This short video by journalist Robert Caputo highlights the ENAM Project in Ghana efforts to deal with the effects of hidden hunger that lead to malnutrition. ENAM stands for Enhancing Child Nutrition through Animal Sourced Food Management. The project combines microfinance with nutrition education, thus increasing efforts to fight malnutrition while at the same time empowering women.

98. "IGWG Gender and Health Toolkit." IGWG Gender and Health Toolkit. K4Health, USAID, 26 May 2013. Web. <http://www.k4health.org/toolkits/igwg-gender>. An interactive web-based resource, this toolkit is designed to provide practical resources, such as donor policies, program design, and capacity building in the area of gender and health.

99. Ley, Haven D. "Women as the Nexus between Agriculture, Nutrition, and Health: The Bill and Melinda Gates Foundation's Thinking." Bill and Melinda Gates Foundation, 25 Sept. 2012. Web. <http://www.genderinag.org/sites/genderinag.org/files/H.Ley%20presentation.pdf>. Haven Ley's presentation on "Women as the Nexus between Agriculture, Nutrition, and Health: The Bill and

Melinda Gates Foundation's Thinking" provides an overview of the Gates Foundation's approaches to these topics. Linking women to agriculture, nutrition, and health provides the framework for capitalizing on development programs. Opportunities, priority areas, challenges, and potential are discussed.

100. "Improving Nutrition for Women and Young Children." U.S. Agency for International Development. USAID, 26 Apr. 2013. Web. <http://www.usaid.gov/what-we-do/global-health/nutrition>. As part of USAID's global health programming, improving nutrition will help alleviate the situations of vulnerable women and children around the world. This information page includes USAID's programmatic objectives of partnering with the Scale Up Nutrition program, Feed the Future, and their own Global Health Initiatives.

101. "Technologies." Men and Women in Agriculture: Closing the Gap:. FAO, 2015. Web. <http://www.fao.org/sofa/gender/themes/technologies/en/>. FAO provides an overview of men and women's access to agricultural technologies as well as recommendations and key facts to reduce the gender gap.

102. "Catalyzing Innovation to Enhance Women's Participation in the Agricultural Sector and Help Improve Food Security." Innovations in Gender Equality. Land O'Lakes International Development, 2014. Web. <http://www.idd.landolakes.com/Where-We-Work/Africa/Tanzania/Innovations-in-Gender-Equality-to-Promote-Househol>. Land O'Lakes' Innovations in Gender Equality focuses on women's empowerment and improving food security through women-led innovations.

103. Buvinic, Mayra, and Rebecca Furst-Nichols. "Promoting Women's Economic Empowerment: What Works?" World Bank, Nov. 2014. Web. <http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2014/11/04/000158349_20141104112018/Rendered/PDF/WPS7087.pdf>. This World Bank Policy Research paper reviews interventions leading to economic empowerment and provides an evaluation of successful and recommended interventions.

104. "Integrating Gender and Including Women in Value Chain Development (Training Materials)." ACDI/VOCA, Mennonite Economic Development Associates, 1 Nov. 2014. Web. <https://www.microlinks.org/library/integrating-gender-and-including-women-value-chain-development-training-materials>. This PowerPoint training, developed by ACDI/VOCA and MEDA, focuses on market systems and economic empowerment. The objectives of the training are to learn how to apply a gender lens to these topics, and the importance of gender inclusion.

105. "Women's Economic Empowerment." Knowledge Gateway. UN Women, 2013. Web. <http://www.empowerwomen.org/>. The UN Women's portal on women's economic empowerment provides access to a knowledge library, knowledge network, knowledge circle, learning center and business hub. Links to discussions on relevant topics are also provided.

106. "Women's Economic Empowerment Working Group." The SEEP Network, 2015. Web. <http://www.seepnetwork.org/women-s-economic-empowerment--working-group-pages-20723.php>. The goal of the working group is threefold: connect, share and thrive. The network also hosts webinars, publications and events on women's economic empowerment.

107. "Women's Empowerment: Measuring the Global Gender Gap." World Economic Forum, 2014. Web. <http://www.weforum.org/pdf/Global_Competitiveness_Reports/Reports/gender_gap.pdf>. This report looks at the current status of women's empowerment, specifically in the areas of economic participation, economic opportunity, political empowerment, educational attainment, and health and well-being around the world. The report can be used to inform interventions.

108. "Women's Economic Empowerment." Donor Committee for Enterprise Development. Web. <http://www.enterprise-development.org/page/wed>. This website provides a number of resources relating to women's economic empowerment. It also includes overviews of areas such as the business environment, value chain and market development programs and business development services.

109. "Strengthening Access to Finance for Women-Owned SMEs in Developing Countries." International Finance Corporation, Oct. 2011. Web. <http:// wlsme.org/sites/default/files/resource/files/G20_Women_Report%20_FINAL_ONLINE.pdf>. This report published by the International Finance Corporation focuses on trends, challenges, and opportunities for women's entrepreneurship and increasing women's access to finance. It includes background information, the current situation facing women, finance models, and action and policy recommendations.

110. Ferguson, Michael. "Poverty Outreach in Fee-for-Service Savings Groups." Catholic Relief Services, Aug. 2012. Web. <http://www.crsprogramquality.org/storage/pubs/microfinance/silc_fee_for_service.pdf>. This briefing document provides research design information and descriptive statistics on the poverty outreach in fee-for-service groups. The Catholic Relief Services Savings and Internal Lending Committees (SILC) is the basis for this poverty intervention model.

111. Ferguson, Michael. "Group Performance in Fee-for-service Savings Groups." Catholic Relief Services, June 2012. Web. <http://www.crsprogramquality.org/storage/pubs/microfinance/group_performance_silc.pdf>. This Catholic Relief Services (CRS) briefing document focuses on group performance in fee-for-service savings groups. The CRS Savings and Internal Lending Committees (SILC) is the savings group from which the information is based. The document contains sections on project background, research design and group performance, randomized comparisons on group performance, and baseline-endline on group performance.

112. Ferguson, Michael. "An Evaluation of Household Impact Among Fee-for-Service Savings Groups." Catholic Relief Services, Sept. 2012. Web. <http://www.crsprogramquality.org/storage/pubs/microfinance/household-impact-fee-for-service-silc.pdf>. This Catholic Relief Services (CRS) briefing document evaluates the household impact among fee-for-service savings groups. Sections include: project design; research design and household impact; overview of the sample; overview of the analysis method; impact; subtle difference and its mechanism; and an eye towards triangulation.

113. "Women Empowered." WE Women Empowered. PCI, 2013. Web. <http://www.pciglobal.org/womenempowered/>. Women Empowered is a PCI initiative with the objective to improve the economic and social standing of women through the use of savings groups.

114. "HIV/AIDS, Gender and Conflict Situations." UNAIDS Inter-Agency Task Team on Gender and HIV/AIDS. Web. <http://www.kit.nl/gender/wpcontent/uploads/publications/843_Fact%207A.pdf>. This information factsheet examines how conflict affects population issues, such as access to healthcare and family and social structures. Key action items and additional resources are provided.

115. "Violence Against Women and HIV/AIDS: Critical Intersections. Sexual violence in conflict settings and the risk of HIV." UNAIDS and WHO. Information Bulleting Series, No. 2. Web. <http://www.who.int/gender/en/infobulletinconflict.pdf>. This briefing on women and HIV/AIDS looks at the challenges and opportunities to address gender and HIV/AIDS in conflict settings.

116. "Empowering PLHIV Through Dairy Business Training in Ethiopia." Land O'Lakes International Development. Web. <http://www.idd.landolakes.com/Resources/Success-Stories/PLHIV-Livelihoods-Training>. Land O'Lakes hosted a gender-senstitive livelihoods training to PLHIV through the Ethiopia Dairy Development Program, providing important economic tools.

117. Environment and Gender Index. Web. <http://environmentgenderindex.org/>. The Environment and Gender Index is published by the Swiss Agency for Development and Cooperation and Conservation International. It focuses on measuring, improving and empowering gender equality and the environment.

118. Young, Alyson et al. "The Nexus of Gender and Nutrition: A Literature Review." LCC CRSP Report No. 3: Nutrition/Gender. Winter 2012. Web. < http://crsps.net/wp-content/downloads/Livestock-Climate%20Change/Inventoried%201.30.13/12-2012-4-71.pdf>. This paper analyzes the agricultural context, especially pastoralism and livestock holders, in the face of climate change. Applied to gender and nutrition, the authors examine what differences emerge and how they can be negated.

119. Kyazze, F.B., Owoyesigire, B., Kristjanson, P., Chaudhury, M. 2012. "Using a gender lens to explore farmers' adaptation options in the face of climate change: Results of a pilot study in Uganda". Climate Change, Agriculture and Food Security Working Paper 26. Copenhagen, Denmark: CGIAR Research Program on Climate Change, Agriculture and Food Security. 18 Sept. 2012. Web. <http://cgspace.cgiar.org/bitstream/handle/10568/23017/CCAFS-WP-26.pdf?sequence=1>. "Using a gender lens to explore farmers' adaptation options in the face of climate change" examines CGIAR's approach to climate smart agriculture through analyzing gender differences in not only approaches to climate change, but in agricultural practices. Sections include: climate analogues; weather forecasts; climate smart agriculture; and conclusions and recommendations.

120. "Gender 101: Gender Equality at USAID." USAID Learning Lab, 1 Nov. 2013. Web. <http://usaidlearninglab.org/library/gender-101-gender-equality-usaid>. This gender training, initially intended for USAID staff, provides an orientation to USAID's gender policies and how to promote it within gender programming.

121. "Gender Equality E-Learning Programme." United Nations Educational, Scientific and Cultural Organization, 2005. Web. <http://www.unesco.org/new/index.php?id=34592>.This learning program, published by UNESCO, consists of a module and survey for each topic. Overall, the course provides a general understanding of gender, gender equality as well as UNESCO's perspective, among others.

122. "Gender in Agriculture 17-Module E-Learning Course." Gender in Ag. World Bank Gender in Agriculture, 2015. Web. <http://www.genderinag.org/content/e-learning-course>. This 17 unit e-learning course is based off the 2008 Gender in Agriculture Sourcebook, and serves as a starting point to understand gender issues in agriculture.

123. "Gender in Food and Nutrition Security." E-learning Centre. FAO, Oct. 2014. Web. <http://www.fao.org/elearning/#/elc/en/course/FG>. FAO's curriculum on gender in food and nutrition security consists of three sessions to design and implement gender responsive food and nutrition security programs.

124. "IFPRI Gender Methods Seminars." Gender and Food Policy News. IFPRI, 08 Sept. 2014. Web. <https://genderfoodpolicy.wordpress.com/2014/09/08/ifpri-gender-methods-seminars-now-online/>. Gender and Food Policy News compile IFPRI's Gender Methods Seminars into one location. These seminars, designed for IFPRI staff, look at how to integrate gender into research.

125. "The Women's Empowerment in Agriculture Index." Feed the Future. USAID, 15 May 2014. Web. <http://feedthefuture.gov/lp/womens-empowerment-agriculture-index>. The WEAI, published by USAID under Feed the Future, is a comprehensive tool used to measure women's empowerment and inclusion in agriculture. The specific areas measured are: production, resources, income, leadership and time use.

126. "WEAI Resource Center." IFPRI. Web. <http://www.ifpri.org/book-9075/ourwork/program/weai-resource-center>. This portal provides access to a number of resources relating to the WEAI, including presentations and an introduction on how to best use the index.

127. "Women's Empowerment in Agriculture Index." IFPRI, 2012. Web. <http://www.ifpri.org/publication/womens-empowerment-agriculture-index>. The WEAI measures the empowerment, agency, and inclusion of women in the agriculture sector in an effort to identify ways to overcome those obstacles and constraints. It measures the roles and extent of women's engagement in the agriculture sector in five domains: (1) decisions about agricultural production, (2) access to and decision making power over productive resources, (3) control over use of income, (4) leadership in the community, and (5) time use. A brochure, questionnaire, and manual are available for download.

128. "How to Write Gender-Focused Success Stories." Land O'Lakes International Development. Web. <http://paperzz.com/doc/1536765/how-to-write-gender-focused-success-stories---land-olakes>. Published by Land O'Lakes, this two page overview provides guidance on how to best capture information and present it for a captivating gender success story presentation.

129. "Engendering Transformational Change." Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 62. Web. <http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf>. Save the Children's toolkit focuses on gender mainstreaming in development programs. Attention is paid to the why, how, and who of gender mainstreaming along with specific steps to take throughout the process. Best practices and lessons learned from Save the Children are also included.

130. "Engendering Transformational Change." Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 66. Web. <http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf>. Save the Children's toolkit focuses on gender mainstreaming in development programs. Attention is paid to the why, how, and who of gender mainstreaming along with specific steps to take throughout the process. Best practices and lessons learned from Save the Children are also included.

131. "Engendering Transformational Change." Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 67. Web. <http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf>. Save the Children's toolkit focuses on gender mainstreaming in development programs. Attention is paid to the why, how, and who of gender mainstreaming along with specific steps to take throughout the process. Best practices and lessons learned from Save the Children are also included.

132. "Engendering Transformational Change." Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 68-69. Web. <http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf>. Save the Children's toolkit focuses on gender mainstreaming in development programs. Attention is paid to the why, how, and who of gender mainstreaming along with specific steps to take throughout the process. Best practices and lessons learned from Save the Children are also included.

133. "Engendering Transformational Change." Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 72. Web. <http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf>. Save the Children's toolkit focuses on gender mainstreaming in development programs. Attention is paid to the why, how, and who of gender mainstreaming along with specific steps to take throughout the process. Best practices and lessons learned from Save the Children are also included.

134. "Engendering Transformational Change." Save the Children Gender Equality Program Guidance and Toolkit. Save the Children, 2014. Page 77. Web. <http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf>. Save the Children's toolkit focuses on gender mainstreaming in development programs. Attention is paid to the why, how, and who of gender mainstreaming along with specific steps to take throughout the process. Best practices and lessons learned from Save the Children are also included.

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